



ENGLISH LANGUAGE SCHOOL

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1. Academic Quality Assurance

Introduction

This document, the IBAT Dublin Quality Assurance & Policies Handbook 2026, is the source of reference for the policies, procedures, principles and practices upon which IBAT Dublin English Language School quality assurance mechanisms are based. It defines the academic standards, content, and assessment structure underpinning all teaching and learning activities in all English language programmes delivered including General English (A0–C2) and examination preparation courses such as IELTS, TIE, and FCE, and CAE where applicable. The framework is used by teachers, academic managers, and curriculum developers with a clear reference for level outcomes, teaching focus, and progression pathways in accordance with the CEFR (A0–C2) to ensure consistency of delivery across levels, and courses. This document is annually reviewed and audited through the Accreditation and Coordination of English Language Services (ACELS/TrustEd) inspection process.

The document refers to the IBAT Dublin Quality Assurance Handbook (QAH IBAT) 2025 and the Document Curriculum Framework 2025 to ensure consistency in QA, the QAH IBAT is consistent with the statutory requirements of the Qualifications and Quality Assurance (Education and Training) Act, 2012 (the 2012 Act). The QAH EL is reviewed annually by the Academic Management Team and validated through external inspection and feedback by TrustEd Ireland and previously ACELS.

Rationale and Educational Philosophy

The IBAT English Language Curriculum Framework is designed to meet the dual aim of international alignment and local compliance, ensuring that learners progress in a structured, recognised, and meaningful way.

Alignment to the CEFR

The curriculum is grounded in the Common European Framework of Reference

for Languages (CEFR), providing an internationally recognised standard for defining and assessing language proficiency. This alignment ensures transparency of learning outcomes, consistency of progression, and comparability with international certification systems such as IELTS, TIE, and Cambridge exams.

Compliance with GNIB Requirements

The framework supports the Department of Justice and GNIB (Irish Naturalisation and Immigration Bureau) requirements for full-time English language study. It ensures that students demonstrate measurable progress within the duration of their course and meet attendance and academic expectations as required for visa compliance.

Learner Needs and Employability

The curriculum is designed to respond to the diverse needs of international learners who study, live, and often work in an English-speaking environment. It prioritises communicative competence, intercultural awareness, and practical application of language in real-world contexts — academic, professional, and social. By addressing these needs, it promotes learner confidence, integration, and employability.

Pedagogical Purpose

By combining CEFR alignment with a communicative and task-based methodology, the curriculum ensures a balance between accuracy and fluency. Students are encouraged to use English authentically, developing the confidence and autonomy needed for real-life communication. Progression from A0 to C2 is carefully scaffolded, focusing on skill integration and meaningful learning outcomes.

Institutional Commitment

This framework underpins IBAT College's commitment to quality, inclusivity, and continuous improvement. Regular review, moderation, and feedback cycles ensure that the curriculum remains responsive to student needs, national regulations, and international ELT standards.

Quality Assurance and Review

The Curriculum Framework is implemented through the processes outlined in the Academic Management Manual and in compliance with the 'Code of Practice for English Language Education Providers 2025' and the 'Statutory Quality Assurance Guidelines for English Language Education 2025' which govern class observations, assessment moderation, standardisation meetings, and annual curriculum review.

These mechanisms ensure that academic practice, assessment standards, and learner outcomes remain consistent with IBAT's institutional quality assurance policies and the national statutory framework for English Language Education. Detailed procedures are outlined in the Programme Review Procedures document.

Purpose Summary

In essence, this Curriculum Framework defines *what* is taught and *why*: to ensure that all learners at IBAT Dublin receive a coherent, outcomes-based education aligned with CEFR standards, responsive to learner needs, and compliant with national and international quality requirements.

About IBAT Dublin

IBAT Dublin is an independent third level institution in Ireland and provides a wide range of undergraduate, postgraduate, executive education and professional programmes.

IBAT Dublin, formerly known as the Institute of Business and Technology, was established in May 2004 by Shane Ormsby and Stephen Walsh, based in Swords, Co Dublin. In August 2011, the College moved to Temple Bar in Dublin 2 with the addition of a second campus on Dawson Street.

In October 2016, 9822 Limited, a wholly owned subsidiary of Global University Systems, acquired a controlling stake in I.B.A.T. Limited, T/A IBAT Dublin. The ownership of I.B.A.T limited is now Shane Ormsby & 9822 Limited with all other shareholders in the business having exited as part of the transaction. In September 2018, the college relocated its second campus to a larger site in North Frederick Street.

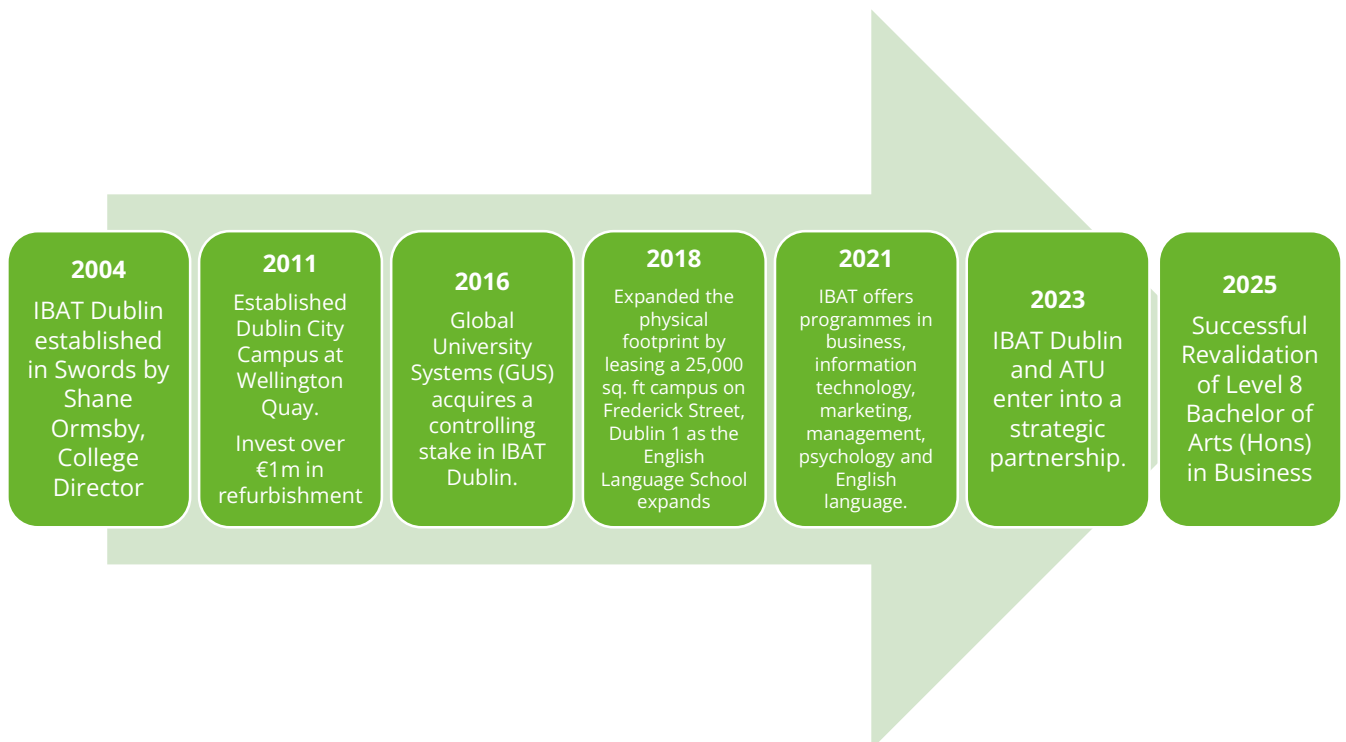


Figure 1.1: Chronology of key development of IBAT Dublin

IBAT Dublin has a number of strategic relationships in place with different partners to help realise our goals, e.g. The Accreditation and Coordination of English Language Services (ACELS) and English Education Ireland (formally Marketing English in Ireland (MEI), Quality and Qualifications Ireland (QQI).

Institutional Mission and Values

QAHB's quality assurance systems, policies, and procedures are informed by the institution's mission, vision, and core values as outlined in the Documented Centre Framework (DCF). The institution is committed to delivering a learner-centred, inclusive, high-quality, and responsive educational environment that supports learners in achieving their educational and career aspirations through professionalism, integrity, collaboration, and continuous improvement.

Our Vision
An inspiring institution engaged and enabled to help learners reach their educational goal and make a positive impact on society.
Our Mission
To empower, develop and support our learners to achieve their career aspirations via education, training, partnerships and advocacy.
Our Values
<p>Welcoming with Learners' First:</p> <p>Supportive, inclusive, open, collegial, and collaborative with a commitment to our learner experience.</p> <p>Quality</p> <p>Trusted to act with integrity and hold ourselves to the highest standards of professionalism, fairness, honesty and transparency.</p>

Respectful

Respect for all, celebrating the global diversity of our learners, partners, and employers.

Connected

Engaged and develop partnership for the benefit of learners, staff, employers, and society.

Responsive

Embrace innovative, progressive, agile, and receptive mindset to change.

Challenging

Encourage our community to be enquiring, inquisitive, questioning and ambitious.

Strategic Priorities – 2026 “The next 5 years”

1. Quality Provision –

- (i) achieve TrustEd Ireland status.
- (ii) further align and inculcate partner policies and procedures, as appropriate.
- (iii) Seek extension of scope to deliver NFQ Level 9 QQI accredited programmes.

2. Partnerships –

- (i) Enhance relationship with partners.
- (ii) Maintain open and positive relations with QQI.
- (iii) partner with reputable agents that source and support applicants.

3. Portfolio - With our partners increase the number of programmes offered at IBAT Dublin.

4. Support and collegiality - Augment and enhance support for learners, lecturers and staff to ensure a vibrant learning environment at IBAT Dublin.

Learner Protection Policy (English Language programmes)

IBAT Dublin is a member of English Education Ireland (formally Marketing English in Ireland (MEI), www.mei.ie), and as such subscribes to a policy of Learner Protection which guarantees students will be able to complete all language courses for which they are enrolled, regardless of extenuating circumstances which may affect their enrolment in any particular school.

This policy is set out as a condition of membership within the MEI Byelaws Section 2.3 (E)

"In the interests of Learner Protection MEI members must agree that, in the event of an MEI school going unexpectedly out of business, they will accept students whose course of tuition in the closed school has not yet expired. The allocation of such students to member schools will be managed by the MEI office." [QQI Guide to Learner Protection, MEI](#)

Protection for Enrolled Learners

Learner Protection is provided by Arachas Learner Protection Programme and underwritten by Aviva Insurance Ltd. The current fee is 3.5% of the tuition fee. Protection of Enrolled Learners in accordance with section 65(4)(b) of the Qualifications and Quality Assurance (Education and Training) Act 2012 (hereafter the 2012 Act), are covered under this agreement for the duration of the agreement.

Regulations Governing the Recognition of English Language Teaching Organisations 2025

General Statutory Requirements: Access, Transfer and Progression:

IBAT Dublin is accredited by ACELS and operates in alignment with both frameworks.

All policies and procedures are aligned with QQI requirements and the ELE Code.

Evidence supporting implementation is available in the referenced appendices and internal systems.

Access is managed through a CEFR-aligned placement testing system (see EL Academic Management SOP Ch. 1: Placement Testing Procedure).

Learner progression is supported through documented pathways and CEFR-aligned certification (see EL Academic Management SOP Ch. 7: Certification Procedure).

Evidence available in EL Academic Management SOP Ch. 1 and internal system (placement test screenshots).

This document is a statement of compliance with the 'Code of Practice for English Language Education Providers 2025' and the 'Statutory Quality Assurance Guidelines for English Language Education' – TrustEd Ireland 2025.

The IBAT Quality Assurance & Policies Handbook of the English Language School (QAH EL) contains comprehensive information on the many elements of The English Language School at IBAT Dublin, which is an ACELS-recognised School.

Regulatory Bodies

Feedback from QA bodies i.e. ACELS (QQI), etc., is directly addressed by the Academic Management and relevant staff – e.g. Academic Director, Registrar,

Admissions Officer, Academic Administrator – and added on update to policies/procedures/forms/documents/manuals etc. External QA feedback plays a fundamental part in development plans.

The Quality Assurance Officer holds overall responsibility for QA systems, with operational implementation delegated to relevant managers (see Organisational Structure Chart p. 96).

The Documented Curriculum Framework (DCF) defines programme structure and level progression. Syllabi define level-specific learning outcomes aligned to CEFR ‘can do’ descriptors. Schemes of Work operationalise delivery through weekly planning.

Supporting documentation:

- [Document Curriculum Framework \(DCF\)](#)
- [Academic Management Handbook](#)
- [Teacher Handbook](#)
- [IBAT Dublin Quality Assurance Handbook V4.7 Mar 2025](#)

2. Governance

Governance & Management

IBAT Dublin's governance infrastructure has been established and developed to ensure that the College is governed and managed effectively, with clear and appropriate lines of accountability for its academic responsibilities. Through the application of its governance model, the College seeks to offer evidence that it is financially sustainable, that financial management is sound, and that a clear relationship exists between the institution's financial policy and the safeguarding of the quality and standards of its academic provision.

IBAT Dublin's overall governance infrastructure comprises the following:

- A Board of Governors provide corporate governance under powers delegated by the Board of Directors.
- The Academic Council (AC) which is the supreme academic authority. It represents the pinnacle of an academic governance architecture underpinned by sub-committees and units reporting to it (refer to section 2.3). Academic matters such as QA policies and procedures needed to maintain and enhance academic standards in learning and teaching, new programme development, and programme monitoring, are within the remit of the AC. The AC also has formal responsibility for summative assessment. It has been delegated responsibility in these areas from the Board of Governors.
- An Audit Sub-Committee of the Board of Governors provides an independent advisory role that audits the efficacy of the College's operations. It is an independent body with no remit to initiate or approve policies. That is the role of the AC.

Refer to IBAT Dublin QAH 2025 for the terms of reference for these boards and committees.

There is a clear delineation between the academic and commercial parts in the governance structure. Two Boards – the Board of Governors and the AC – have

been constituted to include independent expertise in academic quality and assurance. It should be noted that AC has an external Chair. These arrangements are in place to ensure that the academic decision-making processes within IBAT Dublin (relating to the provision of education and training) is independent of commercial considerations or the undue influence of the business owners.

Accurate, effective and timely communications among staff, to/from students, and between the College and its agents, is central to the effective running of IBAT Dublin. As the provision of quality programmes and services is at the heart of the organisation, it is imperative that an effective organisation structure is in place to maintain effective quality and standards of academic provision.

Management decision-making processes within IBAT Dublin are implemented by a number of key personnel, Boards and Committees, including Programme Boards, the Senior Management Group and Academic Council.

Academic oversight is implicitly understood to be a key enabler of the strategic goals of the organisation and is applied to all levels of our educational activities. The role of the Academic Council underpins this, and it is independent and separate from the executive management of the College despite the commonality of some of its members. Since March 2017, the Academic Director for The English Language School at IBAT Dublin represents the interests of ELT on the Academic Council.

Revised Governance and Senior Management Structure

Since the acquisition of IBAT Dublin by Global University Systems (GUS), the College has undergone a review of our governance structure. This review has coincided with our preparation for re-engagement with QQI.

The revised governance structure and re-engagement process has been informed by:

- Statutory Quality Assurance Guidelines developed by QQI for use by all Providers – April 2016.
- Statutory Quality Assurance Guidelines developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis – April 2016.

The college is committed to quality enhancement across all provision, and IBAT Dublin has three major stakeholders in terms of recognition, accreditation and awards:

- ACELS / TrustEd
- QQI

IBAT Dublin is taking a comprehensive approach to academic governance, quality of provision and documented QA, to ensure the quality culture is embedded throughout the organisation.

The English Language School is subject to:

- Accreditation and Coordination of English Language Services (ACELS), Regulations Governing the Recognition of English Language Education Organisations, 2019.

- Criteria For The Inclusion Of Higher Education And Professional Programmes In The Interim List Of Eligible Programmes For Student Immigration Permission (Interim List) 2015.
- Statutory Quality Assurance Guidelines for English Language Education, 2024 (TrustEd Ireland)
- Code of Practice for English Language Education Providers, 2024 (TrustEd Ireland)

The English Language School at IBAT Dublin is managed by Senior Director of Studies and operated in accordance with its Documented Curriculum Framework.

The practical effect of the revised governance structure lies in the Executive Management Structure and a more robust relationship with the Academic Council.

The Executive Management Structure is illustrated in Figure 2 below. A senior management group (SMG) comprising the Managing Director, Registrar, Senior Director of Studies, Head of Sales & Partnerships, HR Manager, and Dean has primary institutional responsibility for overseeing the day-to-day management and academic development of the College, including:

- Driving the strategic direction of the College within the framework set by the Board of Governors and Academic Council.
- Advising the Managing Director on matters for decision.
- Monitoring action plans - progress against goals is managed at this meeting.
- Managing resources to make sure that appropriate and effective facilities and services are available and scheduled to ensure the quality of delivery to learners.
- Reviewing the College's policies, procedures and practices, and continuing to ensure their integration across both campuses.
- Managing and deploying staff, including recruitment, performance management and development of staff.

The Managing Director has overall responsibility for:

- The English Language School and School of Business

The current positions are held by:

- Managing Director Mark Byrne
- Registrar Dr Finbarr Murphy
- Senior Director of Studies Beatrice Bartus
- Head of Sales & Partnerships Avryl Roche
- HR Manager Andrew Cameron
- Dean Carina Fagan

Academic Council

To ensure IBAT Dublin engages fully with all internal and external stakeholders, membership of the Academic Council now includes English Language teachers described as 'academic staff'. There is also a permanent position for a staff member and a learner on the IBAT Board of Governors.

From 2018, the DCF will be subject to the Approval of the College's Academic Council (AC); all inspection reports and responses are sent to the Academic Council.

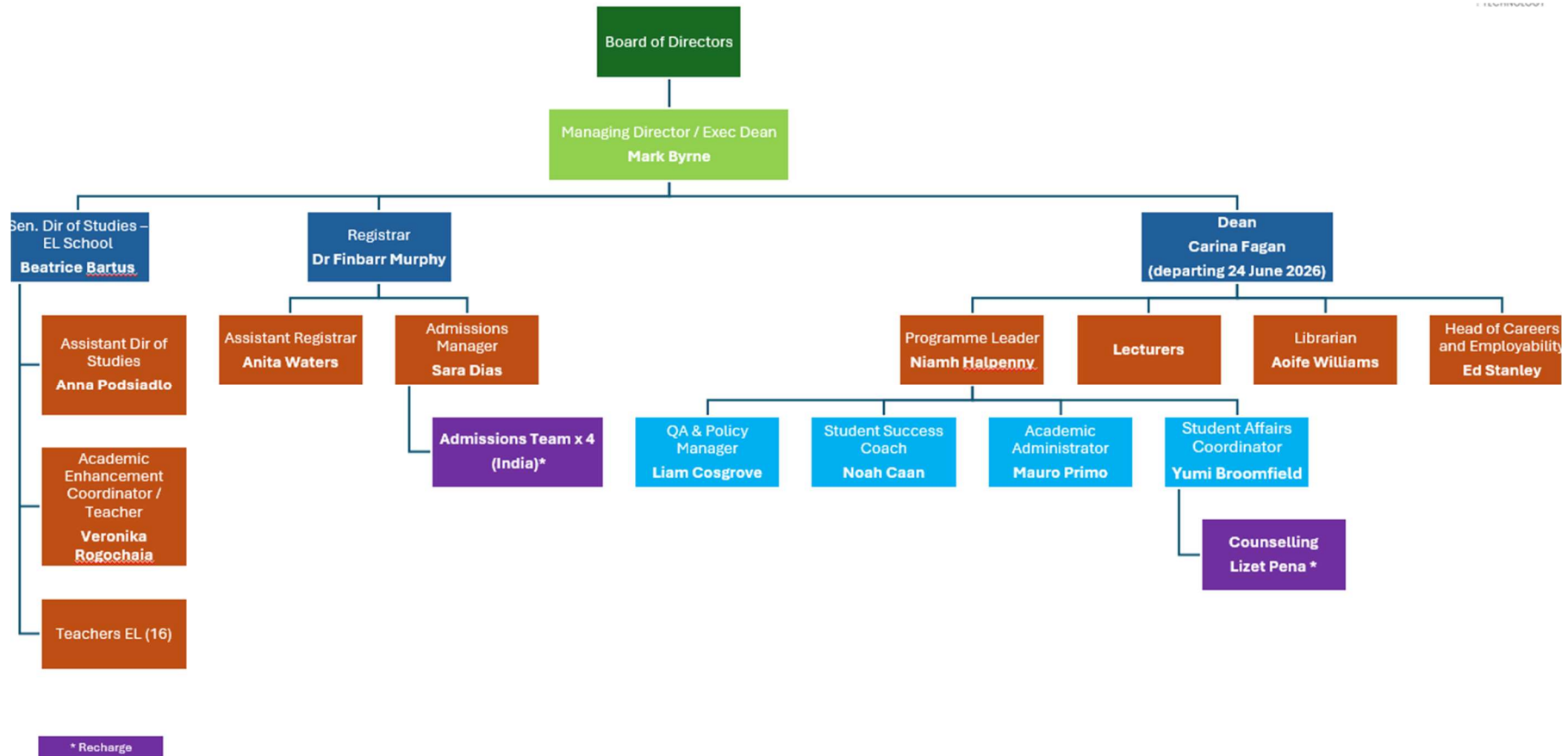
The Senior Director of Studies is a member of the Academic Council. English Language School teaching and learning is a standing agenda item at each meeting. Please note that where 'academic staff' are referenced in the Quality Assurance Handbook, it includes English Language Teachers.

The effect of the revised governance structure is intended to better support the academic management and oversee allocation of appropriate resources and better integration of the academic functions, including library resources and staff development.

Audit & Risk Committee

The Audit & Risk Committee is a sub-committee of the Board of Governors. Its role is advisory on issues of academic risk, which the Board may refer to the AC or as otherwise appropriate. For example, IT security. It selectively audits aspects of College activities that contribute to the quality of the student learning experience and to the standards of the College's awards. It ensures that policy and procedures are in place, are effective too to manage risk and take advantage of opportunities.

Organisational Structure Chart



[Organisational Structure](#)

Roles and Responsibilities

Organisational Reporting Lines

Administrative staff report to the Operations Manager; academic staff report to the Director of Studies; both report to HR Manager, with QA oversight provided by the QA Officer.

Overall Leadership

- The Managing Director has overall responsibility for the institution.
- The following roles report directly to the Managing Director:
 - Registrar
 - Senior Director of Studies (English Language School)
 - Dean (Higher Education School)
 - HR Manager
 - Head of Sales & Partnerships

English Language Academic Management

- The Senior Director of Studies is responsible for overall academic governance and quality assurance.
- The following roles report to the Senior Director of Studies (SDoS):
 - Assistant Director of Studies (ADoS)
 - Academic Enhancement Coordinator (AEC)
 - English Language Teachers

Registry and Administration

- The Registrar is responsible for academic administration and student records.
- The following roles report to the Registrar:
 - Assistant Registrar

- Academic Administrator

Admissions and Enrolment

- The Admissions Manager operates under the Registrar and is responsible for student recruitment and admissions processes.

Student Support Services

- Student support functions are coordinated under the Registrar (or Dean, depending on your preference—this version aligns them with student lifecycle administration).
- The following roles report to the Registrar:
 - Student Affairs
 - Careers
 - Counselling

Library Services

- The Librarian reports to the Dean (academic resource alignment).
- The following role reports to the Librarian:
 - Library Assistant

All staff are expected to follow the defined reporting lines. Any cross-departmental collaboration does not override formal line management responsibility.

Senior Management Group

Managing Director

Purpose

In this position you will oversee IBAT's business operation and provide strategic leadership with the goal to further improve our customer satisfaction, drive our company's strategic vision and ultimately further enhance our organizational success.

You are also responsible for the management of all non-academic operational aspects of the university and affiliated institutions.

As the managing director/ chancellor/CEO you will be accountable for implementing IBAT's strategic plan and company policies, maintaining an open dialogue with all stakeholders, providing effective leadership of the operational areas of the school, and driving organizational success.

Your wide-ranging role includes strategic planning, financial and risk management, and management of the business school and university's professional service teams. You will also be responsible for the quality and effectiveness of all programs and for establishing a culture of compliance and dedicating university resources as necessary to ensure that the school is in line with all regulatory bodies.

You are the ideal candidate if you already are an experienced managing director or have been working in a similar role. You are a committed, motivated and communicative leader, preferably at a large customer-oriented company or a business institution. Additionally, you possess good commercial skills and experience working in a fast-paced complex organisation along with extensive operational transformation experience. You are characterised by a distinct strategic and conceptual way of thinking, persuasiveness, and communication skills.

Responsibilities

The Managing Director has particular responsibility to:

- Develop, plan and execute cost-effective business strategies and develop new ideas based on market and industry to achieve short and long-term goals of the board and shareholders.
- Prepare long-term and short-term goals and company objectives.
- Develops and initiates revenue growth strategies. Directing the activities of the business while ensuring bottom-line profitability
- Report to the board, shareholders, and business partners, provide market insights, strategic advice and communicate company reports and achievements.
- Assess, analyse, manage and resolve problematic developments, situations and occurrences to ensure further company growth.
- Oversee the preparation of company annual reports and accounts and ensure approval by the board.
- Develop and maintain an effective marketing and public relations strategy to promote company products, services, and image in the wider community.
- Oversee company business operation, financial performance, investments, and ventures including planning and managing budgets.
- Create and implement company policies and ensure compliance.
- Oversee employment including recruitment of senior team members.
- Oversee professional development and employee performance activities.
- Supervise, guide and delegate executives and managers in their duties and provide motivational leadership to all employees creating a supportive learning environment.

- Manage, promote and support teaching, learning, and student success through the maintenance and improvement of high-quality instruction and services in the programs and the planning of academic and research programs.
- Fulfil the needs of a growing and diverse student body by working with faculty, staff, and students to initiate innovative programs, student support services and appropriate co-curricular activities.
- Work closely and regularly with other members of the Rectorate and represent the rector at the university in business and administrative matters.
- Strengthen and develop cooperative partnerships with industry and other institutions of higher education and establish relationships with industry and marketing experts to further build and enhance the company public profile through networking, conferences, and speaking engagements.
- Ensure company policies as well as national and local business laws and regulations are clearly communicated and adhered to.
- Participates, as appropriate, in all relevant bodies set out in the governance section (2.3) of the Quality Assurance Handbook.
- Is an ex officio member of all College boards, committees and sub-committees

Reports to

Board of Directors, accountable to the shareholders (GUS) for the efficient and effective use of all resources at IBAT Dublin.

2x Portfolio Directors

Essential Requirements - Qualifications and Experience:

- Graduate university qualifications, in educational administration or management or related field/s, together with extensive managerial experience, preferably in international education
- Sound knowledge of the UK education sector and current issues affecting it
- Highly developed interpersonal, communication, presentation and negotiation skills
- Proven ability to initiate, lead and implement growth strategies and tactics which have made a significant contribution to sustainable business growth — preferably in an educational environment
- Innovative thinking and proactive organisational and analytical skills and work habits
- Sound knowledge of equal opportunity, equity and workplace health and safety principles and ability to implement them at the strategic and operational level.
- A very high level of commercial awareness.
- Excellent analytical and problem-solving skills.
- 5+ years extensive experience as a managing director or similar senior role managing education institutes with matrix- structure with personnel and budget responsibility in a university with background in culture, economy, administration, or politics.
- Demonstrated leadership and management skills at both strategic and operational levels, including effective management of resources, financial and human.
- Demonstrated experience in the use of, or knowledge of, technology to underpin course development and implementation

The post holder may be asked to undertake different or additional duties in line with business requirements at the request of their line manager.

There is an expectation that all employees will maintain the values of the Group and will comply with the code of conduct as well as equality and diversity, health and safety and safeguarding policies.

There will be an occasional need to undertake business travel between other sites within London and across the UK.

Registrar

Purpose

Responsible for delivering major aspects of academic administration and student support and for ensuring that there is an effective quality assurance system in place.

Regulatory compliance within the College, under the auspices of Academic Council, in addition to elements of academic operations.

Effective management of the Registrar's office including responsibility for academic regulations, academic records, examinations, and graduation management.

The Registrar is the DPO and maintains the risk register.

Responsibilities

Quality Assurance

- Ensuring there are current and appropriate QA policies and procedures in place and implemented, particularly in respect of blended and online programmes.
- Management of data and information

- In accordance with the College Data Protection and Record Management Policy, the Registrar has responsibility for the creation, retention and maintenance of data relating to the registration and examination performance of students, programme validation and content; the admission, registration and deregistration of students; management of examinations; the promotion of QA and primary liaison with accreditation bodies; and supporting the business of the AC, and its sub-committees.

Specifically, the responsibilities relate to:

- Authorisation of public information and communication.
- Safeguarding the integrity and currency of programme validation and awards, including compliance with the terms and conditions of programme approval and the requirements and regulations of accrediting bodies for ongoing provision of delivery.
- Ensuring admissions are reviewed in accordance with programme validation criteria and only those eligible are admitted.
- Registration, having policies and systems to ensure learner data is protected, and utilised in accordance with the College Data Protection and Record Management Policy and regulatory requirements.
- Ensuring that examination regulations are standardised and reviewed, and examination standards are maintained, through the management of the operation of the exams function, including exam sitting, liaising with external examiners, actioning Examination Board decisions and organising graduation.
- Initial point of liaison with accreditation agencies on matters such as validation requests, reviews and reporting arrangements.
- Lead and assume responsibility and accountability for the day-to-day operations of the Registrars' Office and Library.

- Actively participate by chairing or attending appropriate internal committee meetings (AC) and external fora on QA.

Reports to Managing Director

Senior Director of Studies

Purpose

The Director of Studies is responsible for the day-to-day academic management of The English Language School at IBAT Dublin. The position requires a dynamic, enthusiastic individual, who is excited by the challenge of running a language school, and maintaining the quality of instruction from teaching staff. The Director of Studies reports to the College MD who provides a direct link to the Strategic Management Group of IBAT Dublin.

In addition to some teaching duties, the Director is expected to carry out teacher training, assist in the professional development of all teaching staff and develop materials.

Duties include:

- Ensuring the agreed curriculum is delivered and academic resources are in place
- Ensuring the quality of programme delivery and assessment
- Managing the organisation of the level tests every eight weeks
- Scheduling classes, teachers and students
- Oversee ongoing curriculum development and review
- Recruitment and appointment of qualified teachers
- Oversight and support of the teachers, including performance management

- Providing professional development opportunities for teachers
- Teacher training, observations, and appraisal
- Ensure QQI guidelines are adhered to
- Co-operate with any ACELS/TrustEd Inspections
- Processing and approving teacher holidays and managing the school timetable
- Formal observations and feedback
- Chairing Staff Meetings
- Overseeing teacher documentation checks and updating
- Monitoring student progress and implementing intervention strategies
- Student liaison and support

Essential Requirements – Qualifications and Experience:

- QQI recognised TEFL/TESOL cert
- English language teacher training/development programme QQI validated Level 9 NFQ or equivalent
- At least 5 years' full-time ELT experience
- Familiar with IELTS and Cambridge ESOL exams
- Proven People Management skills
- Ability to work in a multi-functional, dynamic team
- Energetic, driven and be committed to delivering excellence
- Proven management experience in a similar role

Reports to Managing Director

Dean

Purpose

Responsible for developing and delivering the vision and strategy of the School such that it is aligned to the College's strategic priorities, objectives and values.

Provision of strong, creative, academic leadership; striving always to deliver excellence in education, enterprise and innovation.

Responsible and accountable for the quality and output of the School as measured by key performance indicators (KPIs) that are aligned to the College's strategic priorities.

Responsibilities

Institutional Level Strategy

- Work with the senior management group to lead and contribute to cross institutional initiatives (e.g. research and development of new programmes) to maximise the cross-disciplinary strengths of the School. Ensure the College's strategy is in alignment and positioned to enhance the institution's local, regional, national and international profile.
- Actively engage with committees and working groups to share and harmonise best practice to ensure consistency, efficiency and effectiveness of responsibilities and processes.
- Ensure senior management are aware of national trends in education, are engaged in all decisions which affect the development of the long term educational character, mission, ethos, values and strategic aims, and have oversight of the associated strategic plans for the College.

- Ensure that IBAT fulfils all statutory and regulatory obligations as per the requirements of partners, Government, funding agencies and awarding bodies.
- Translate the agreed strategy into operational objectives and an annual operational plan. Oversee the collation, dissemination, monitoring, review and evaluation of the academic plan within the timescales required.

School Level strategy

- Work effectively in the leadership, management and development of School operational activities.
- Research, assess and make recommendations with regard to the School and wider institution in terms of competitor analysis, current offerings and future scope of delivery.
- Possess and encourage a forward thinking, flexible and responsive approach across the College towards changes in the external environment and thus ensure rapid responses to opportunities.
- Work in conjunction with colleagues across committees and working groups to share and harmonize best practice to ensure consistency, efficiency and effectiveness of responsibilities and processes. Quality Assurance Handbook Page 26 IBAT College Dublin
- Implements sustainable financial business plans for the School including the management of staff and non-staff costs to meet College objectives and KPIs ensuring compliance with institutional strategy and in accordance with the agreed timetable.
- Provide a creative vision for the School and engage with relevant stakeholders to position it as a significant influential national and international leader.# To lead and manage the School's management team.

- To plan and develop organisational change for the advancement of the School and College.
- Maintain, negotiate, develop, and encourage effective and mutually supportive sustainable links with relevant, influential external bodies.

School level Operations

- Act as a representative of the School through the provision of strong academic leadership and operational management for the School striving for – and being accountable for – the KPIs that demonstrate excellence in education enterprise, innovation, student recruitment (domestic and international), retention and progression, within the planned resources.
- Providing the College’s academic lead with a tone of confidence and passion. Reinforcing College values and culture, addressing areas that require change. Maintaining an open dialogue and communication. Maintaining effective internal communication, fostering teamwork, and being a constant source of positive energy to the college.

Quality Assurance responsibilities:

- In conjunction with the Registrar, to be accountable for efficient and effective processes and structures for the conduct of academic standards in education.
- In particular in the delivery of an excellent student-centred learning and ensuring appropriate access to robust student support mechanisms.
- Consulting actively and engaging with learners in a positive way, ensuring that there are mechanisms in place for effective two-way communication with all learners so that the College is recognised as placing the learner at the heart of its endeavours.

New Income Identification:

- Work with the relevant team members to ensure the identification of new education, research and enterprise opportunities and the diversification of income streams.

Enterprise:

- To champion innovation in enterprise activities and contribute to the School's national and international policy.

Line Management, Performance and Development Responsibilities:

- People Management: Manage and support your people's work productivity, performance, wellbeing and development to maximise their contribution and enable personal growth
- Workload and performance: Ensure accountability for an effective line management structure; ensure that all staff in the School are allocated duties/workload equitably and are clear about their responsibilities and that they are adequately managed, mentored and/or monitored.
- Staff Appointment: Take a personal role for ensuring programmes are adequately staffed, in a timely manner, for current delivery and have in place an approved pool of resource for lecturing should the need arise. Ensure any request for a new full-time appointment has full justification and is aligned with College strategy.
- Staff development: Ensure the provision of an environment conducive to the development of staff and students.
- Ensure line managers are skilled to provide mentoring and development to include preparation for promotion to ensure potential is fulfilled.

- Responsibility for the implementation of a performance framework that utilises metrics and objectives for education and research and is in line with College requirements and goals.
- Be accountable for ensuring the monitoring and management of all staff performance through individual staff appraisal e.g. moderation of assessments.
- Staff engagement: To plan and implement a strategy for regular staff engagement to ensure that staff contribute to and engage with the School and College strategy including organisational change.
- Student Experience: Ensuring that you personally lead the way in delivering an exceptional Student experience from Induction to Alumni.
- Managing Financial Decisions: Make well-informed and timely financial decisions regarding devolved budgets (if applicable), taking into consideration the impact of these decisions on the financial sustainability of a programme, the School or the wider institution.
- Managing Compliance: Responsibility for ensuring you and your teams understand and apply the relevant policies and guidelines to maintain operational compliance.
- Managing Risk: Responsibility for managing risks effectively and ensuring plans are put in place to mitigate risk or maximise potential, where appropriate.
- Embedding Collegiality: work with colleagues in a collegiate way.

Reports to Managing Director

Human Resources (HR) Manager

Purpose

The HR Manager is responsible for the delivery of a full range of Human Resource Services to the Company and other key Stakeholders as may be relevant from time to time.

They take responsibility for the full HR generalist support to internal stakeholders in the respective core HR areas – Employee Relations, Compensation and Benefits, Learning and Development and Resourcing, additionally offering best practice HR advice, coaching and guidance to the manager as required. Ensure that any legislative and organisational changes are embedded into the HR policies and procedures and facilitate communication with the senior management group and the wider workforce.

Responsibilities

- Stakeholder Management - Build and maintain effective relationships with workforce, managers and SMT across the client group and attend regular meetings to determine challenges and priorities for the different stakeholders, this may involve regular meetings with the different stakeholders. Provide training and coaching to new and existing managers on relevant HR topics, as and when required.
- Employment Relations – Must be responsible for the effective application of organisation policies to resolve all complex HR matters including absence management, disciplinary, grievance, performance management, employment tribunal claims, TUPE, redundancy, contract harmonisation, and restructuring.
- Performance Management – Support managers to set SMART objectives and review performance effectively for all members of their team, supporting them both with talent development and performance improvement where

required. Actively identify performance gaps, then propose and implement the changes necessary to mitigate risks.

- Reward and Remuneration - Work closely with the key stakeholders to keep salaries across the client group under review and, within group-wide policy and guidelines, implement internal and external benchmarking exercises to support salary adjustments.
- Employee Engagement – Create measurable employee surveys, monitoring the feedback provided and action taken to improve the employment experience of employees. Implement a robust ‘Employee Engagement’ strategy in the organisation to drive a positive workplace culture. Champion the company’s values and behaviours, to ensure the workforce is working towards the same code of conduct.
- Organisational Development - Translate business requirements into effective HR practices across designated client groups and ensure the organisation structure and profile of the workforce are fit for purpose and appropriate to support the delivery of the organisation’s strategic objectives.
- Workforce planning - Regularly working with designated client groups and wider HR team to review the recruitment needs of the business to support growth, changing needs and other priorities.
- HR strategy and policy development - Support the HR Director and the wider HR team to identify, develop and implement strategies and policies that will support the growth and development of the business, position the Group as an employer of choice and enhance the employee and student experience. Review and revise existing policies in line with employment legislation and business changes, additionally introduce new policies and procedures where applicable.

- Systems - Promote the use of existing HR systems, policies and processes, challenging appropriately any misuse and providing new initiatives for best HR practice.
- Payroll & Administration – For your respective client group, you will oversee the payroll administration and starter/leaver/changes to ensure all payments and correspondence are managed promptly.
- Management Reporting - Provide regular HR updates/reports, and contribute to periodic board reports, people dashboards and any other ad-hoc people report.
- Learning and Development - Responsible for overseeing the delivery of the Company's core 'HR on Tour' Training Sessions to Managers. Responsible for ensuring the delivery of the Company's bi-weekly Company Induction.
Generalist Human Resources
- Responsible for the management of end-to-end HR administration of employee life cycle – new starters, probationary, contractual changes, leavers, HR System's updates, compliance audit etc.
- Oversee and support with Recruitment, interviews, hires, and trains new staff in the department. • Ensuring that 'Day 1 Right to Work' checks take place, and appropriate action is taken where 'Right to Work' cannot be established on Day 1.
- Support the Finance Manager in the resolution of general Payroll queries which arise from time to time and advise them of any relevant legislative provisions that may apply.
- To undertake the delivery of the Payroll Process, in the absence of the Finance Manager.

- Oversee the HR administration of starters, leavers, changes, maternity, paternity and/or adoption queries and ensure correspondence for any related changes is issued promptly.
- Ensure 'Exit Interviews' are undertaken with all Company leavers and use the data collected to drive employee engagement and improve retention rates.
- Oversee the Company's safeguarding checks for all relevant members of staff.
- Ensure employee files are brought up to date with all documents in date for compliance purposes.

Reports to Managing Director, dotted line to HR Director (UK)

Head of Sales and Partnerships

Purpose

The role brings strategic vision, focus and innovation to enable future growth in a competitive market. In this role, you will work closely with both internal stakeholders and external clients to drive enrolment growth, enhance the student recruitment journey and build strong partnerships with other schools and external partners.

Responsibilities include, but are not limited to:

- Develop, implement and review the College's sales strategy, aligned with overall institutional goals
- Lead on setting and achieving intake targets across our various verticals
- Monitor market trends, policy developments and competitor activity to inform strategy and identify new opportunities

- Lead on the recruitment, coordination and monitoring of a network of agents and other channels to support international recruitment activity
- Build, manage and develop a regional team to help with deliverables
- Help to foster a collaborative, student-focused and target-driven culture across the team
- Assist with planning for school outreach, open days/information sessions, agent training and recruitment events
- Build strong relationships with other schools, agents and pathway providers
- Represent the college at recruitment events, fairs and industry forums both in Ireland and internationally
- Collaborate cross-functionally with Admissions, Marketing, Academic colleagues and other internal stakeholders to ensure a seamless recruitment to-enrolment journey.
- Provide input into prospective development
- Ensure recruitment activity aligns with the College's brand, values and student voice
- Track, analyse and report on recruitment metrics and conversion data
- Use insights to inform planning, optimise conversion rates, and improve the prospective student experience
- Critically assess and evaluate recruitment activity in respect of its value for money and investment returns in relation to targets, making changes and improvements as necessary

- Identify emerging risks to recruitment targets and formulate plans to mitigate risks by managing across the breadth of relevant international recruitment activity
- Be a credible voice of authority in the private education sector in the region, and develop knowledge in these areas, including being a source of advice and support to institutions on their planning and activities
- Develop, manage and maintain a network of overseas institutions and agencies to establish effective recruitment pipeline development and referral channels
- Prepare regular reports for senior management and contribute to strategic meeting

Skills, qualification and key attributes:

- Knowledge of Irish education system, post-16 education especially
- At least 5 years' experience in a sales management or business development role, ideally in an educational environment (but not essential)
- A general understanding of market trends in education, private, public and international
- Excellent leadership and communication skills
- Ability to analyse data, using it to make informed decisions and implement improvements
- Comfortable working across a complex organisation, working closely with a variety of stakeholders

- Familiarity with library cataloguing systems and basic knowledge of library classification is desirable
- Proficiency in Microsoft Office & Google Workspace apps

Reports to Managing Director

English Language Management Team

Senior Director of Studies

See Job Description in SMG section above.

Assistant Director of Studies

Purpose

The position includes the following duties in support of the Director of Studies:

- Supervision of academic administration e.g. teacher administration – teachers' logs, weekly/formal assessment forms
- Processing the 8 weekly level test results (preparing sets, entering results, filing and archiving) and supporting the Director of Studies with moves after the level test.
- Notifying teachers of class changes
- Record staff meeting minutes
- Supporting the appointment of qualified teachers
- Liaise with newly appointed teachers ensuring their transition into the school
- Supporting DoS during teachers' appraisals

- teacher observations
- co-operate with any ACELS Inspections
- oversee teacher documentation checks
- student liaison and support (for academic needs)
- enhancement of the student experience:
 - liaise with Centre Manager to induct new students to the school/guide them around the school
 - Arrange student feedback twice yearly or when required for academic enhancement purposes
- Formal observations and feedback
- any other relevant duties that may reasonably arise
- Cover teaching when necessary
- In the DoS absence cover of their duties

Essential Requirements – Qualifications and Experience:

- QQI recognised TEFL/TESOL cert
- English language teacher training/development programme QQI validated Level 9 NFQ or equivalent
- At least 3 years' full-time ELT experience
- Familiar with IELTS and Cambridge ESOL exams
- Proven People Management skills

- Ability to work in a multi-functional, dynamic team
- Energetic, driven and be committed to delivering excellence
- Proven management experience in a similar role

Reports to Senior Director of Studies

English Language Teacher

Teachers are responsible for the delivery of English Language programmes to students from diverse cultural backgrounds. They must be committed to excellence in educational delivery and student success and have the ability to work with all proficiency levels, ranging from Beginner to Advanced. They must have an awareness of and an ability to implement in the classroom the TIE or Cambridge examination Syllabi used by IBAT Dublin.

The Teacher must be able to recognise each student's needs and adapt their teaching approach accordingly while making language learning an enjoyable experience for the student.

Duties:

- Deliver the outlined modules within the hours as prescribed in the agreed timetable according to syllabus, learning outcomes, and guidelines.
- Prepare all teaching notes, lesson plans, and supplementary materials in advance, ensuring they support student progression and exam readiness.
- Complete all required course materials (e.g., progress tests, weekly assessments, level tests, supplementary resources) within the time period assigned by the DoS.
- Maintain accurate records (attendance including on outings, schemes of work, assessment results) and submit weekly to DoS/HOS.

- Administer, mark, and provide feedback on progress tests, level tests, and assessments within agreed timelines. Maintain accurate records (attendance, schemes of work, assessment results) and submit timely to DoS/HOS.
- Administer, mark, and provide timely feedback on progress tests, level tests, and assessments, supporting students' academic development and preparation for exit exams (TIE/IELTS) and identify/communicate support needs to academic management.
- Maintain high standards of professional conduct, reliability, and punctuality. Communicate respectfully to students, colleagues, and managers and resolve issues via internal channels.
- Participate actively in meetings, CPD workshops, conferences, and programme development, and performance feedback meetings with the HOS/DoS sharing good practice and supporting colleagues
- Reflect on feedback from observations, student surveys, and management, applying new approaches where relevant.
- Attend and support events promoting the programme and represent IBAT positively in all professional interactions.
- Provide feedback to management to support academic development, programme implementation, and student progression (including level changes).
- Contribute to new programme development, programmatic reviews and validations.

Educational Qualifications:

- A Level 7 qualification, normally an Ordinary Bachelor degree Primary Degree
- A TEFL certification that meets QQI requirements
- Proven ELT teaching experience

Reports to Senior Director of Studies

Centre Managers

Senior Centre Manager

The Senior Centre Manager supports the College MD by managing facilities, operations and logistics to support learning, teaching and assessment. Senior Centre Manager manages the Centre Manager and Academic Administrators, Exam Officer and Social Programme Coordinator, Student Affairs Coordinator and Reception in both campuses.

Duties include:

- Management of academic facilities such as classrooms and common student areas.
- Ordering stationery for all the departments in the centre.
- Dealing with the teachers in relation to students, classrooms issues.
- Managing rooms and timetables.
- Organising and managing students' placement test and assigning them to their groups.
- Dealing with new students and their requests.
- Supporting the staff with issues related to students' holiday requests, students' absences, requests related to campus and timetable changes.
- Supporting Academic Managers with moves after the level test.
- Facilitating any other class/group changes after level test results delivery.
- Supervising the management of the External Tie Exam.
- Supervising Social Programme.

- Supervising Reception.
- Supervising Student Affairs Coordinator.
- Ensure ACELS guidelines are adhered to, and ensure academic management achieves and maintains the standards set out in these guidelines.
- Oversee classroom capacity and resource management.
- Co-operate with any ACELS Inspection Procedures.
- Supporting Academic Management when required.

Reports to Managing Director

Centre Manager

The Centre Manager supports the Senior Centre Manager in overseeing facilities, operations, and academic logistics to ensure the effective delivery of teaching, learning, and assessment.

Duties include:

- Oversee the management and maintenance of academic facilities, including classrooms, staff rooms, and common areas.
- Ensure internal communications and notice boards are accurate, compliant, and professionally presented.
- Identify and report facilities issues requiring attention.
- Provide operational support to students and teachers as required.
- Assist with ordering office and classroom supplies.
- Provide reception cover when necessary.
- Support the Senior Centre Manager in the administration and reconciliation of petty cash.
- Lead and manage students' induction.

- Conduct placement testing and ensure accurate student level placement.
- Manage student queries via the Student Help Desk and face-to-face.
- Support staff with student-related administrative matters, including holiday requests, absences, and timetable adjustments.
- Oversee Assisted Studies bookings and procedures.
- Collect, analyse, and report on student feedback via surveys and student representative meetings.
- Review and update the Student Handbook as required.
- Support Academic Managers with level test design, preparation, and administration.
- Manage level test results and related class adjustments, including communication with students and teachers.
- Provide guidance and support to members of the operations team.
- Support and contribute to internal quality assurance processes.
- Monitor compliance with relevant regulatory and accreditation bodies.
- Assist in preparing documentation and reports for inspections.
- Support continuous improvement initiatives across academic and operational functions.

Essential Requirements – Qualifications & Experience

- ACELS-recognised TEFL/TESOL qualification.
- Minimum 5 years' full-time ELT experience.
- Familiarity with IELTS and Cambridge ESOL examinations.
- Proven people management experience.
- Experience in quality assurance and regulatory compliance within ELT or further education.
- Demonstrated ability to work collaboratively across departments.
- Energetic, proactive, and committed to delivering operational and academic excellence.

Reports to Senior Centre Manager

Academic Enhancement Coordinator

The Academic Enhancement Coordinator is an academic development role which supports the school in all areas of academic quality and standards. The Academic Enhancement Coordinator reports to a designated Director of Studies and supports both.

Duties:

Continuous Professional Development

- Delivery of induction and subsequent TIE workshops within ten working days of their start date where possible.
- Delivery of one-hour workshops every 4-6 weeks covering a variety of aspects of teaching.
- Coordination and facilitation of conferences.
- Supporting new programme development (syllabi use, CPT and CPD training).
- Reviewing and advising the staff and management team on academic resources such as books, websites, etc.
- Formal observations and feedback
- Coordination of peer observations
- Outings recording and approval
- Duty phone

Curriculum Development and Maintenance

- Syllabi and forms of assessment to be updated and maintained as needed, in line with IBAT's DCF and ACELS regulations, and taking into account feedback from both teaching and academic staff. Corresponding coursebooks and supplementary materials to be sourced and maintained.
- Teaching resources (electronic and hard copies) to be maintained. Resources to be sourced and added on a consistent basis.

Examination Analysis

- Level test and examination analysis to be completed after each session (approximately every six weeks for level tests and once a month for TIE examinations). Analysis to include figures re: registered students, no-shows, pass and fail rates, retakes, etc.

Teaching Hours

- Up to five cover classes to be provided per week as and when needed. These covers can include placement tests if necessary.

Assisted Studies for students

- Supporting students with learning difficulties.
- Supporting teachers with students with learning difficulties or with learning difficulties themselves.

Reports to Senior Director of Studies

Essential Requirements – Qualifications and Experience

- QQI recognised TEFL/TESOL cert
- English language teacher training/development programme QQI validated Level 9 NFQ or equivalent
- Familiar with IELTS and Cambridge ESOL exams
- A track record of continuous professional development
- Ability to work in a multi-functional, dynamic environment
- Demonstrate engagement with the English Language sector

Academic Administrator

The Academic Administrator is responsible for supporting the Senior Centre Manager and the Academic Management team in the day-to-day running of The English Language School at IBAT Dublin.

S/he is one of the primary points of contact for English Language School students with responsibility for Student Services, Student Retention activities (supporting the Director of Studies) and overall Student Experience.

Duties include:

- Updating weekly students' attendance
- Creating accurate attendance lists
- Sending warnings and managing attending warnings meetings
- Supporting the Center Manager with timetable, group and classroom transfer
- Moving students in the system after the level test
- Issuing certificates of completion for the English Language School
- Processing holiday requests
- Student support
- Pausing courses
- Dealing with daily general enquiries
- Cover reception when necessary

Essential Requirements - Qualifications and Experience:

- Experience in ELT operations and administration
- Flexible schedule to accommodate evening and some weekend hours as needed.
- Excellent customer service and communication skills.
- Team player and self-motivated individual.

Reports to Senior Centre Manager

Health and Safety Officer

IBAT employs a designated Health and Safety Officer responsible for Health and Safety compliance across both of its campuses. This person is aided in their role by a large number of Fire Wardens and certified First Aiders.

The role of the Health and Safety Officer includes the following:

- Contract negotiation with suitably qualified life safety systems maintenance contractors
- Ensuring all life safety systems are maintained in perfect working order
- Ensuring compliance to relevant Health and Safety legislation
- Identification of potential hazards – trips, spills etc.
- Control of cleaning rotas etc. to ensure premises are clean and safe, slips are dealt with speedily.

Admissions Manager

This role is a key function for IBAT Dublin which will lead the Admissions team, overseeing the application process ensuring the student experience is as seamless as possible, agents and other key stakeholders.

The role is an important point of contact for learners and staff, facilitating a positive student experience through providing support for all learners through the student life cycle.

Key Activities and Responsibilities

- Responsibilities include, but are not limited to:
- Oversee the application process to the College
- Be a point of contact for 3rd parties for escalated queries
- Produce, analyse and provide application reports.
- Ensuring the processing of applications meets agreed SLAs.
- Providing information in relation to international application processing to senior management.
- Ensuring the registration of international students on site and liaising with student support regarding induction.
- Manage services as they relate to domestic and international admissions, identifying any issues and working with other colleagues to improve systems.
- Attend student information system vendor meetings as required and provide support on any changes.

- Attend open evenings and provide application information to potential students.
- Liaising with Marketing and/or Careers service on webinars, student testimonials and alumni activities.
- Working with Registry and Academic staff regarding entry requirements for all programmes.
- Provide accurate, meaningful reports as and when required to both internal and external parties.
- Supervise, assist and train the admissions and sales team, and other staff as required.
- Work collaboratively with all departments in the College.
- Any additional duties assigned by the relevant senior manager.
- Other duties include organising and managing recruitment drives, open days and agent visits.

Essential Requirements – Qualifications and Experience:

- A third level qualification.
- At least 2 years' experience within an admissions and/or sales role in a Higher Education (or similar) environment and in ELT recruitment.
- Experience within an Irish third level education environment.
- Experience working with the CLASS system is desirable (not essential).
- Excellent attention to detail.
- Excellent administrative and organisational skills.
- A strong ability to meet strict and changing deadlines, working under pressure.
- Excellent verbal and written communication skills.
- Ability to work on their own and within a team.
- A strong grasp on Moodle
- Proficient in both Microsoft Office and Google Workspace apps

Normal working hours are 9am to 5:30pm, but there may be some requirements for early evening work to facilitate support for evening students.

Candidates must be able to travel to the College's Wellington Quay Campus (Dublin) for at least part of the week – minimum of 3 days per week but up to 5 days during more busy times in the Admissions lifecycle.

Reporting to Registrar

Admissions Officer

The Admissions Officer is responsible for recruiting students onto the General English Programme at IBAT Dublin. S/he is responsible for informing agents/prospective students of all regulatory and immigration requirements pertaining to the selected course of study.

Duties include managing enquiries from potential students, domestic and international, assessing their needs and generating interest in the courses and the college.

Responsibilities include building relationships via email, phone and personal interviews with prospective students on campus.

Other duties include organising and managing recruitment drives, open days and agent visits.

Essential Requirements – Qualifications and Experience:

- Experience in ELT recruitment
- Flexible schedule to accommodate evening and some weekend hours as needed
- Excellent customer service and communication skills
- Team player and self-motivated individual
- A passion for making a difference in the lives of students
- Must have strong computer skills

Reporting to: Admissions Manager

Exit Exam Officer / Social Programme Coordinator

Social Programme Coordinator

The Social Programme Coordinator at IBAT Dublin, designs and organises a diverse range of activities that enhances students' English language experience while helping them discover the rich culture of Ireland. From outdoor excursions to explore the country's natural beauty and historical landmarks, to engaging workshops focused on improving grammar, CV writing, and interview skills, the goal is to create an immersive and supportive environment for our students.

In addition to academic development, IBAT facilitates yoga sessions to promote wellness, host social events like themed parties, and organise fun competitions to encourage interaction and community spirit. The mission is to provide students with a well-rounded experience, helping them not only improve their English but also build lasting memories and connections during their time in Ireland.

Duties:

- Preparing, leading and scheduling social activities for both higher and lower levels
- Co-operating with external organisations, tourist office and tour operators to introduce new activities and organise the events
- Advertising the activities in the classrooms and encouraging students to participate
- Getting feedback to better adjust the offer to the student's needs
- Close co-operation with the Marketing team and working on a wide display of the school's activities and building up the sense of belonging to IBAT's community.

Requirements:

- **Event Planning and Coordination:** Ability to plan and execute a wide range of events, from outdoor activities to social gatherings, with attention to detail and logistics.
- **Clear and Effective Communication:** Communicating event details, instructions, and updates to students and staff in a concise and friendly manner.
- **Problem Solving:** Thinking on your feet to find creative solutions for unexpected challenges during events or activities.
- **Adaptability:** Adjusting plans and activities to suit various cultural backgrounds, preferences, or needs.
- **Collaboration:** Working effectively with other departments, such as academic teams or marketing, to promote events and ensure they meet students' needs.
- **Working Outside of Normal Hours:** Willingness to organise and participate in events that may take place in the evenings or weekends, especially during special occasions like cultural celebrations or student outings.

Reports to Senior Center Manager

Student Recruitment Manager (Sales Manager)

This role is important for IBAT College and will play a vital role to make a significant and lasting impact in a high-growth business. The successful person in the role will bring strategic vision, focus and innovation to enable future growth in a competitive market.

In this role, you will work closely with both internal stakeholders and external clients to drive enrolment growth, enhance the student recruitment journey and build strong partnerships with other schools and external partners.

Key Activities and Responsibilities

Responsibilities include, but are not limited to:

- Develop, implement and review sales strategy, aligned with overall institutional goals
- Lead on setting and achieving intake targets across our various verticals
- Monitor market trends, policy developments and competitor activity to inform strategy and identify new opportunities
- Lead on the recruitment, coordination and monitoring of a network of agents and other channels to support international recruitment activity
- Build, manage and develop a regional team to help with deliverables
- Help to foster a collaborative, student-focused and target-driven culture across the team
- Assist with planning for school outreach, open days/information sessions, agent training and recruitment events
- Build strong relationships with other schools, agents and pathway providers
- Represent the college at recruitment events, fairs and industry forums both in Ireland and internationally
- Collaborate cross-functionally with Admissions, Marketing, Academic colleagues and other internal stakeholders to ensure a seamless recruitment-to-enrolment journey.
- Provide input into prospective development
- Ensure recruitment activity aligns with the College's brand, values and student voice
- Track, analyse and report on recruitment metrics and conversion data
- Use insights to inform planning, optimise conversion rates, and improve the prospective student experience
- Critically assess and evaluate recruitment activity in respect of its value for money and investment returns in relation to targets, making changes and improvements as necessary

- Identify emerging risks to recruitment targets and formulate plans to mitigate risks by managing across the breadth of relevant international recruitment activity
- Be a credible voice of authority in the private education sector in the region, and develop knowledge in these areas, including being a source of advice and support to institutions on their planning and activities
- Develop, manage and maintain a network of overseas institutions and agencies to establish effective recruitment pipeline development and referral channels
-
- Prepare regular reports for senior management and contribute to strategic meeting

Skills, qualification and key attributes:

- Knowledge of Irish education system, post-16 education especially
- At least 5 years' experience in a sales management or business development role, ideally in an educational environment (but not essential)
- A general understanding of market trends in education, private, public and international
- Excellent leadership and communication skills
- Ability to analyse data, using it to make informed decisions and implement improvements
- Comfortable working across a complex organisation, working closely with varied stakeholders.
- Familiarity with library cataloguing systems and basic knowledge of library classification is desirable
- Proficiency in Microsoft Office & Google Workspace apps

Reporting to: Head of Sales and Partnerships

Marketing Executive

This role is a key function for IBAT College which will support the Head of Marketing and Marketing Manager. The successful candidate will be responsible for the creation of both online and offline marketing campaigns including creating and optimising email marketing campaigns, producing promotional materials such as brochures, factsheets and videos, managing the content of the website and maintaining relationship with the wider marketing team (PPC, SEO, Affiliates, Copywriters, Designers and Developers). The role will involve planning and managing events such as open days and inductions, working collaboratively with the school to ensure successful execution.

The Marketing Executive will play a crucial role in driving content marketing by sourcing and creating authentic, social-lead content and will take a hands-on role in measuring ROI across all marketing campaigns, ensuring they are optimised, completed on time, tracked and monitored and appropriately reviewed.

Responsibilities include, but are not limited to:

- Supporting the Head of Marketing and Marketing Manager in the development and execution of all marketing campaigns – online and offline.
- Managing events such as open days and inductions, working collaboratively with the school to ensure successful execution.
- Driving content marketing by sourcing and creating authentic, social-led content.
- Creating and optimising email marketing campaigns, and producing promotional materials such as brochures, factsheets, and videos.
- Managing the content of the website in line with other channels.
- Maintaining healthy relationships with the wider marketing team (PPC team, SEO team, Affiliates Team, Copywriters, Designers, and Developers) as well as other key stakeholders.
- Providing research regarding industry trends, competitors, key drivers, and the local and wider environment.

- Working closely with academics (where applicable), the team, and key stakeholders to develop engaging positioning for current/new programmes within the market.
- Ensuring that ROI is delivered on marketing and sales revenue targets.
- Monitoring the marketing spend in collaboration with the Marketing Manager and Head of Marketing to ensure lead targets are achieved according to budget.
- Improving the customer journey across all touchpoints for both prospective and current students.
- Liaising with external partners to support dual-branded marketing communications and activities.
- Supporting and delivering ad hoc projects for the marketing team and group brands based on business needs and performance.
- Integrating the social media and PR team operations in line with all marketing activities.
- Liaising with the design, copy, and brand teams to ensure brand consistency and creative delivery of all campaigns.

Qualifications and Experience

- Third-level degree in Marketing (or equivalent) or significant, demonstrable experience
- At least 1 years' experience in a marketing related role
- Online marketing experience (social media, content management, AdWords)
- Excellent communication skills
- Effective project management skills
- Self-starter
- Strong administrative and organisational skills
- Team player
- Proficient in the use of Microsoft Office and Google Workspace apps
- Ability to manage time, managing several tasks at once.

- Previous experience of working in a Further or Higher Education setting is desirable
- Knowledge of HTML coding is desirable but not essential

Reporting to: Marketing Manager

Student Support

This role is a key function for IBAT College which will be a first point of contact for students, staff and visitors. You will play a key role in delivering excellent front-line service while providing vital administrative and student support.

Responsibilities include, but are not limited to:

Student Support

- Welcome students, staff and visitors in a warm professional manner.
- Manage phone, email and Teams enquires, ensuring timely and helpful responses.
- Maintain the reception area to create a positive first impression.
- Provide guidance on a range of student services including timetables, forms, appointments and general queries.
- Signpost students to relevant departments or colleagues.
- Offer frontline support for student wellbeing, escalating concerns in line with safeguarding procedures.
- Assist in maintenance of student records and documentation.
- Maintain accurate records in student support systems.
- Work collaboratively with academic and professional services staff.
- Maintain confidentiality and uphold GDPR policies.
- Contribute to a welcoming, inclusive and supportive environment for all.

Library Support

- Assist library patrons in locating and accessing resources.
- Handle book exchange including checking in and out materials.
- Support the college during busy class change periods.

Skills, qualification and key attributes:

- At least 1 years' experience in a customer facing role
- At least 1 years' experience dealing with members of the public
- Excellent communication, administration and organisation skills
- Proficiency in Microsoft Office software and Google Workspace
- Friendly, approachable and possess a student-centred attitude

Desirable, but not essential

- Experience working in a receptionist role
- Experience working in a Higher Education setting

Reports to Senior Centre Manager

Supporting Documentation:

[Committee Structures](#) (QAH IBAT p. 40)

3. Academic Framework

General English Language Programme

Programme Overview

The main objectives of the General English Language Programme are to enable all students to develop their critical understanding and use of English so that they can function in a wide range of situations. These situations range from personal and informal to public and professional situations. The programme is also designed to help students develop a level of competence suitable for the demands of employment and further education.

One of the main aims of the programme is to ensure that the learners get enough support to make steady progress. Most of our students are enrolled long-term and we put emphasis on the students progressing through the levels and finishing their course at a higher level than when they entered.

The programme also supports a focus on learning situations (task-based learning) in which students take increasing responsibility for their language development.

The General English Language Programme detailed in this document attempts to turn these objectives into a working programme that is in line with current methodologies and research findings in the area of second language acquisition.

Main Features of the Programme

Guided by the aforementioned basic principles, the General English Language Programme attempts to develop the use of English for three major purposes:

1. Social Interaction in real-life situations
2. Professional business and academic achievement
3. Cultural awareness and enrichment.

It is proposed that the most effective way to achieve these purposes is through the adoption of an integrated process and content-based approach to teaching and learning. Consequently, students following this programme will learn content-related information in task/process specific situations to best facilitate and support the acquisition of valuable English language skills in the areas of listening, speaking, reading, and writing. A programme embodying this approach is inevitably going to spiral in nature. This simply means that the same concepts and skills will be taught at various times across the proposed levels, but with increasing levels of communicative fluency and lexical range as the student progresses through the programme.

The General English Language Programme highlights the pertinent role of group and pair work in the development of communicative language skills and thus stresses the need for the creation of an interactive classroom environment. Many of the objectives and performance tasks included in the programme call for pair and group work, in line with the cooperative learning model of classroom interaction.

The following factors are taken into consideration in the programmes we offer:

- Importantly, students learn languages at different rates, depending on such factors as their previous school experiences and their ability to listen, speak, read and write in their first language.
- Meaning, self-expression and the reward of effective communication/achievement are central to learning a language. Students learn a language most effectively when programmes cater to their experiences, interests and prior knowledge.
- Interaction with native English speakers plays a pivotal role when learning to speak a language. Classroom interaction is encouraged/facilitated by use of media: newspapers, the internet, television and radio.
- The development of strong and valuable study skills is vital to ensuring the students develop into independent and confident learners.

All programme elements are aligned with the Common European Framework of Reference (CEFR).

Learning Environment

The IBAT Dublin English Language School is committed not only to providing a supportive and communicative learning environment, but also to integrating learning into students' lives through our social programme activities. IBAT Dublin promotes and encourages autonomous learning in all aspects of its academic programmes, and the English Language School also seeks to provide a positive environment that will contribute to the overall development of the student.

Course Structure

The IBAT Dublin syllabus is intended to facilitate the needs of both long-term (up to one academic year of 8 months and beyond) and those learners who are interested in short-term courses (up to twelve weeks). The syllabus includes both academic and cultural elements.

Item	Details
Course Title	English Language Programme
Course Dates	Ongoing; students join on a weekly basis
Course Schedule	Monday – Friday
Class Times (AM)	09:00 – 10:30; 15-minute break; 10:45 – 12:15
Class Times (PM)	13:30 – 15:00; 15-minute break; 15:15 – 16:45

Course Location	IBAT Dublin, 24–27 North Frederick Street, Dublin 1
Senior Director of Studies	Beatrice Bartus
Assistant Directors of Studies	Anna Bartosiak-Podsiadlo; Joana Arzberger Bobotic
Centre Managers	Katarzyna Wtyklo; Tatiana Pavao
Academic Administrator	Claudia Digesi
Exit Exam and Social Programme Coordinator	Nauria Narciso

Programme Structure

Level	CEFR Level	IBAT In-house Assessment	Examinations	Additional Information
Beginner	A0/A1	<ul style="list-style-type: none"> ➤ Weekly formative and summative assessments ➤ 8-weekly level test 	<ul style="list-style-type: none"> ➤ TIE 	
Elementary	A1+/A2	<ul style="list-style-type: none"> ➤ Weekly formative and summative assessments ➤ 8-weekly level test 	<ul style="list-style-type: none"> ➤ TIE 	

Pre-Intermediate	A2	<ul style="list-style-type: none"> ➤ Weekly formative and summative assessments ➤ 8-weekly level test 	<ul style="list-style-type: none"> ➤ TIE 	
Intermediate	B1	<ul style="list-style-type: none"> ➤ Weekly formative and summative assessments ➤ 8-weekly level test 	<ul style="list-style-type: none"> ➤ TIE 	
Upper Intermediate	B2	<ul style="list-style-type: none"> ➤ Weekly formative and summative assessments ➤ 8-weekly level test 	<ul style="list-style-type: none"> ➤ TIE 	Learners can change to exam courses after successfully completing a level test
Advanced	C1	<ul style="list-style-type: none"> ➤ Weekly formative and summative assessments ➤ 8-weekly level test 	<ul style="list-style-type: none"> ➤ TIE/IELTS Examination 	Learners can change to exam courses after successfully completing a level test
Proficiency	C1+/C2	<ul style="list-style-type: none"> ➤ Weekly formative and summative assessments ➤ 8-weekly level test 	<ul style="list-style-type: none"> ➤ TIE/IELTS Examination 	Learners can change to exam courses after successfully

				completing a level test
First Certificate in English (FCE)	B2	<ul style="list-style-type: none"> ➤ Weekly exam elements ➤ Exam strategy-building ➤ 8-weekly level/mock test 	<ul style="list-style-type: none"> ➤ Cambridge First Certificate of English/TIE 	
Certificate in Advanced English (CAE)	C1	<ul style="list-style-type: none"> ➤ Weekly exam elements ➤ Exam strategy-building ➤ 8-weekly level/mock test 	<ul style="list-style-type: none"> ➤ Cambridge Certificate in Advanced English/TIE 	
IELTS	B2-C2	<ul style="list-style-type: none"> ➤ Weekly exam elements ➤ Exam strategy-building ➤ 8-weekly level/mock test 	<ul style="list-style-type: none"> ➤ IELTS Examination/TIE 	

List of Eligible Programmes

IBAT Dublin is committed to adhering to the parameters laid down in respect of the Internationalisation Register. Visa-requiring students will only be offered a place on a valid course that meets their particular requirements.

Please see the section in this document on attendance for IBAT Dublin policy in respect of Internationalisation Register students.

In respect of ELT provision, the following courses are currently listed on the Internationalisation Register for IBAT Dublin, since January 2015:

Programme Reference	Programme Title	CEFR Level
0082/0042	General English Beginners	CEFR Below A1
0082/0043	General English Elementary	CEFR A1
0082/0044	General English Pre-intermediate	CEFR A2
0082/0045	General English Intermediate	CEFR B1
0082/0046	General English Upper-intermediate	CEFR B2
0082/0047	General English Advanced	CEFR C1
	General English Proficiency	CEFR C2
0082/0048	First Certificate in English	FCE CEFR B2 - on demand
0082/0049	Certificate in Advanced English	CAE CEFR C1- on demand
0082/0050	IELTS Preparatory Programme	CEFR C1

Integrity of Data on the Internationalisation Register

It is the responsibility of the Registrar to ensure that all information contained on the Internationalisation Register in respect of all courses offered at IBAT Dublin is both current and accurate. The Registrar is the official point of contact with the relevant parties at GNIB and QQI, should issues arise in respect of the recorded data.

Communication of changes to the Internationalisation Register

The College Registrar will ensure that all additions and deletions to the Internationalisation Register will be communicated in a timely manner to QQI. S/he will also be tasked with communicating any such information to all IBAT Staff, administrative and academic.

Duration of the Programme

The programme will be delivered over the course of 25 weeks that are mapped to the CEFR and the assigned course books. Holidays are permitted in one or two-weekly blocks, up to a maximum of 4 weeks in exceptional circumstances. This is to facilitate continuity and ensure that no course book material is repeated. In order to ensure compliance with GNIB regulations, visa-requiring students may request holidays after they have completed 10 weeks of their study programme. While the minimum stipulated is 8 weeks, this allows for leeway of 2 weeks, should the need arise.

General English

The General English courses are structured as follows:

- The programme delivers fifteen hours of ELT tuition per week over a five-day period.
- In-class weekly assessments are provided to students.

- Learners may be able to progress to a higher level at 8-week intervals through the level test, if they can demonstrate a sufficiently high level of proficiency with the Learning Outcomes pertaining to the level at which they have currently been assessed. Additionally, learners should be able to demonstrate that they have the required lexical fluency/range to progress to a higher level.
- At the end of the course, students are required to take their exit exam.

Exam Preparation Programmes

The exam preparation programmes are structured as follows:

- The courses are run over a 25-week period with fifteen hours of tuition per week over a five-day period. This allows for students who enrol for a 6-month study programme, and who wish to be absent themselves from their course of study for a short period of time, to do so and follow on when they return, without repeating the material.
- A new student may join the course at the beginning of any given week due to the ongoing enrolment. The course content is designed to consistently cover the required strategies in order to prepare students for the final exam.
- This would be particularly suitable for short-term students and would be more a case of exposing the student to the appropriate exam techniques and strategies to succeed. It would presuppose that the student's level is of a minimum standard upon entry to the programme.
- For visa-requiring students, or other students entering at a lower level for longer periods, it is envisaged that the 6-month programme will equip them with both the techniques and the language level to perform well.
- In-class assessments will be provided to students on a weekly basis.
- Cambridge exam students will be required to complete an in-class mock exam every 8 weeks of their programme to mimic the exam conditions. These will be used to give students a feel for the real exam, as well as an indication of their general level at each stage.

- Visa-requiring students are expected to sit a formal exit exam upon completion of the course.

Student Numbers

The maximum number of students permitted in each class is 15 students and students are required to attend their allocated classes on a regular basis. Should numbers exceed 15 at any given level, the Director of Studies is responsible for opening a new class and recruiting a suitably qualified English Language teacher to staff that class.

Student Resource Provision

Students are provided with access to the core text for the duration of the programme from the IBAT Dublin Library. The book is provided on a loan basis.

During induction on their first day of class, the student is taken to the library (which opens at 9 am on a Monday) where they will then be given their first book. This book is loaned to the student from the Library for the duration of their programme of study.

When a student progresses a level in their studies, they will be able to change their book of study to the next level by returning their book to the library.

Where the book is not returned in good condition, the student will be charged a fine, which will total the replacement cost of the book, typically €50.

Students are required to bring their book to class each day.

Instructional Methods

IBAT follows a blended, task-based, learner-centred, notional syllabi with a focus on authentic real-life content. It also incorporates learner training and autonomy, and cultural awareness and sensitivity (refer to the teacher manual for a detailed practical

description of the methodology). Teaching is delivered using communicative and task-based methodologies aligned to CEFR principles (see EL Academic Management SOP Ch. 11: Teaching & Learning Methodology Guidelines).

The IBAT teacher's manual is a required part of the induction process and the teacher's understanding of this document is assessed by the Academic Enhancement Coordinator during induction.

Learning Outcomes

All courses are structured around measurable, CEFR-aligned learning outcomes, organised on a weekly basis to support progressive language development from A1 to C2. These outcomes ensure constructive alignment between teaching, learning, and assessment, and address learners' linguistic needs alongside their real-world communication goals, interests, and contexts. They provide a clear framework for monitoring learner progress and informing instructional and assessment practices.

Materials & Resources Available

The school utilises a variety of different resources to support delivery on the programme which include:

- Resource Books
- Student book (Classroom presentation tool format)
- Textbooks
- Dictionaries
- Classroom Posters
- Other sources

Textbook & Materials (summary overview)

In order to design a cyclical programme that facilitates a 25-week programme where students arrive on a weekly basis throughout the year, a two-course book system has been put in place. For General English programmes, the two coursebooks are: English

File (4th edition) the first book in the syllabus for A0-C1+, Language Hub (1st edition) the second book in the syllabus for A0-C1, and Roadmap is the second book in the syllabus for C2. All course books are mapped to a CEFR-based syllabus.

The textbooks are used as a platform around which the teachers plan their lessons, integrating the level-specific coursebooks/supplementary/authentic materials used to assist teachers achieve the weekly/daily learning outcomes as specified in the syllabi. Course workbooks are also used to facilitate summative/achievement type assessment which supports the communicative assessment instruments. Students are also encouraged to use the dedicated course book student sites which have a variety of self-access interactive activities, along with other printed resources that aid independent learning.

The CEFR referencing of the course book levels follows the British Council & EAQUALS Core Inventory for the CEFR: Beginner – Below A1; Elementary – A1+; Pre-intermediate – A2; Intermediate – B1; Upper-intermediate – B2; Advanced – C1; Proficiency – C2.

Other supplementary materials include various photocopiable resources, such as: *Grammar and Vocabulary Games and Activities*, Coursebook Teacher's Guides (English File 4th Ed.), various teachers' resource packs for other course books e.g. *Speakout*, *New Cutting Edge*, *Language to Go*, *Reward*, *Headway*, *Oxford Multilevel Dictionary Skills*, *Pronunciation Games* (CUP), CUP Skills Extra series (full set), *Ship or Sheep*, *Tree or Three* (with CDs), etc. Teachers can also avail of our paid subscriptions to three online platforms: teach-this.com, eslbrains.com, and linguahouse.com. As well as, easily accessible free online materials, like: onestop-english.com and linguahouse.com (photocopiable/downloadable materials); wordwall.net, quizlet.com, quizizz.com (interactive games and quizzes); YouTube (videos and authentic listening); etc.

To facilitate learner autonomy, students are encouraged to use the library and computer laboratories in both campuses to further develop vocabulary and listening skills. The former also provides learners with the chance to choose from the growing selection of self-access graded readers (particularly at A1 – B1 levels, with novels for

B1+) for TIE exam preparation, or for pleasure reading. For higher levels, Project Gutenberg and other licensed online sources for books are suggested.

Coursebook selection - materials selected through a staff survey on coursebooks in rotation. To complete the 25-week syllabus the following books were selected based on staff and student needs as well as an opportunity for further development and challenge for both:

2020

- Coursebook 1. *English File* kept for all levels (updated to 4th edition)
- Coursebook 2.. *Outcomes* (2nd edition) for levels A0 to A2
- Coursebook 3. *Life* (2nd edition) for levels B1 to C1

2025

- Coursebook 1. *English File* kept for all levels (4th edition)
- Coursebook 2. *Language Hub* (2nd edition) for levels A0 B1 to C1
- Coursebook 3. *Roadmap* for levels C1+

Programme Review Policy

[Programme Review and Teaching & Learning Policy](#)

Supporting documentation:

- [Curriculum documents](#)
- [Syllabi](#)
- Syllabus Description (EL Academic Management SOP Ch. 9)
- Programme Review Procedure (EL Academic Management SOP Ch. 1)
- Learner Needs Analysis and Class Profile (EL Academic Management SOP Ch. 3)
- Teaching & Learning Methodology Guidelines (EL Academic Management SOP Ch. 11)

Purpose

The purpose of this framework is to ensure that all English Language programmes are designed, developed, delivered, and reviewed in a structured, transparent, and quality-assured manner. It ensures that programmes remain current, effective, CEFR-aligned, and responsive to learner, institutional, and market needs.

This framework reflects a proportionate application of programme design, approval, and review principles aligned with the expectations of Quality and Qualifications Ireland, adapted appropriately for English Language provision.

Scope

Applies to all programmes, including General English (A0–C2), IELTS, Cambridge, and any newly developed programmes and pilot courses.

Guiding Principles

Programme development and review are guided by the following principles:

- Programmes are needs-driven and informed by learners, teachers, and market demand
- Programmes are aligned with CEFR descriptors and progression pathways
- Programmes are designed with clear intended learning outcomes
- Programmes reflect current ELT methodologies and research
- Programmes are flexible and responsive to change
- Programmes are continuously monitored and reviewed
- Programme design is collaborative and evidence-informed

Review Cycle

Programme review is continuous, with formal review conducted annually and incremental updates throughout the year.

Key Inputs to Review

Programme design and review are informed by multiple sources:

Category	Sources
Learner Data	Placement testing; Progression and attainment; Attendance and retention; Needs analysis; Class profile; Student feedback
Teacher Input	Teacher feedback (meetings, reports); CPD engagement; Peer observations; Classroom-based insights
Academic Management	Formal observations; Pop-in observations; Performance reviews; Academic support sessions
Assessment Data	Weekly assessments (formative and summative); Level tests; Exit examinations

External and Sectoral Input	Developments in ELT methodology; CEFR updates and interpretation; Conference participation (e.g. ELT Ireland, IATEFL); Market demand and competitor analysis
Institutional Requirements	Internal QA policies; Syllabi, curricula, and assessment frameworks

Programme Development and Approval Process

English Language programme development follows a structured six-stage process.

Stage 1 Proposal

Programme proposals may originate from academic management, teachers, or business needs. Each proposal includes rationale, target learner profile, CEFR level, intended learning outcomes, and business justification.

Stage 2 Internal Approval

Proposals are reviewed by Academic Management. Approval is based on learner need, CEFR relevance, strategic fit, and resource availability.

Stage 3 Development

Programme design includes:

- CEFR-aligned learning outcomes
- Syllabus and curriculum structure
- Teaching methodology
- Assessment strategy
- Materials and coursebooks
- Teacher guidelines

All programmes must demonstrate alignment between outcomes, teaching, and assessment.

Stage 4 Trial Period

Programmes are piloted over a defined period. Monitoring includes:

- Observation outcomes
- Teacher feedback
- Student feedback
- Assessment performance

Stage 5 Review and Amendment

Programmes are revised based on evidence collected during the trial phase.

Stage 6 Final Approval and Documentation

Programmes are approved for ongoing delivery. Documentation is stored, version-controlled, and available for QA review.

New programmes include defined learning outcomes, assessment strategies, and syllabus design.

New programmes are developed based on identified needs:

- 2023: C2 Programme
- 2024: IELTS B2 Programme

Teaching and Learning Policy

Purpose

This policy defines the principles and practices underpinning teaching and learning in the English Language school.

Approach

The school adopts a communicative, task-based, and lexical approach focused on learner-centred instruction.

Teaching is delivered using communicative and task-based methodologies aligned to CEFR principles, ensuring integration of skills, meaningful interaction, and

progression in communicative competence (see EL Academic Management SOP Ch. 11: Teaching & Learning Methodology Guidelines).

Teaching methodology is monitored through observation, academic review, and learner feedback to ensure consistency, effectiveness, and alignment with programme learning outcomes.

Key Principles

- Learner-centred classrooms
- Communicative competence development

Assessment Policy

- [Assessment Policy](#)

Assessment Policy

The assessment policy at IBAT College Dublin is designed to monitor student performance, provide feedback for improvement, and inform instructional practices. Assessments are viewed not merely as evaluative tools but as integral components of the learning process, supporting student development and guiding teachers in refining their lessons. The assessment framework is based on principles of validity, relevance, reliability, and practicality. Recognizing the diverse needs of our student population, this policy includes provisions for the reasonable accommodation of learners with specific needs, such as dyslexia, visual or auditory impairments.

To ensure performance of students is monitored and measurable, completion of a weekly in-class assignment which is scored by the teacher is required.

Assessment follows a structured lifecycle: placement → formative → summative → certification. A full range of supporting documentation and evidence is available in EL Academic Management SOP Ch. 4: Assessment Systems.

Assessment Approach

Assessment at IBAT College Dublin is underpinned by a task-based and communicative approach, reflecting the teaching methodology used in the classroom. Assessment tasks are designed to evaluate learners' ability to use language to communicate meaning effectively in real-world contexts, rather than focusing solely on accuracy.

Assessment is integrated, meaning that language skills (reading, writing, listening, speaking) and systems (grammar, vocabulary, pronunciation) are assessed together wherever possible in meaningful communicative tasks.

Assessment at IBAT is both formative and summative in nature. Formative assessment supports ongoing learning through continuous feedback and classroom interaction, while summative assessment evaluates learner achievement at defined points in the programme. This distinction ensures that learners receive both continuous support and measurable evidence of progress.

All assessment processes are applied consistently across the institution to ensure fairness, transparency, and equity for all learners.

Academic Integrity and Assessment Security

IBAT Dublin is committed to maintaining the integrity, fairness, reliability, and security of all assessment processes.

Learners are informed during induction and throughout their programme about academic integrity expectations, including the importance of authentic work, appropriate collaboration, plagiarism awareness, and compliance with assessment procedures.

Academic and administrative staff involved in assessment processes receive guidance regarding assessment administration, confidentiality, assessment security, record management, and standardised assessment procedures.

To support consistency and fairness in assessment:

- Productive skills assessments (speaking and writing) are standardised through the use of CEFR-aligned marking descriptors, teacher calibration, double marking procedures, and moderation by Academic Management.
- Assessment materials are securely stored using controlled-access digital systems and institutional shared drives with restricted permissions.
- Assessment records, learner results, and supporting documentation are retained securely in accordance with institutional data protection and record retention procedures.
- Access to assessment records is limited to authorised academic and administrative staff.
- Assessment outcomes are monitored and reviewed by Academic Management to ensure consistency, fairness, and reliability across programmes and levels.

Any suspected breach of academic integrity or assessment procedure is reviewed by Academic Management and addressed in accordance with institutional policies and procedures.

Provisions for Reasonable Accommodation

IBAT College Dublin is committed to providing accessible assessments for all learners. Therefore, the following provisions are in place:

- Identification of Needs: Learners are encouraged to disclose specific needs (e.g., dyslexia, visual/auditory impairments) during enrolment or at any time during their studies. Supporting documentation from a qualified professional may be required.

- **Assessment Modifications:** Reasonable accommodations will be provided to ensure fair and accessible assessments. These may include alternative formats, extended time, assistive technology, modified tasks, coloured paper for dyslexia, use of personal devices for visual/auditory impairments.
- **Individualized Plans:** For complex needs, individualized assessment plans will be developed in consultation with the learner, relevant professionals, and academic staff.
- **Confidentiality:** All information regarding a learner's needs and accommodations will be kept strictly confidential.
- **Review:** The effectiveness of accommodations will be regularly reviewed.

Modes of Assessment

Placement Assessment

Students are placed according to their level of proficiency prior to commencing their programme, typically before arrival. All students are required to complete the placement assessment prior to commencing their programme, regardless of the intended duration of study. This process ensures that students are placed in a class appropriate to their level, thereby maximising their learning outcomes and overall programme effectiveness.

Placement is determined through:

- The Quick Oxford Placement Test (QOPT) (online via Classmarker), assessing reading, listening, and grammatical accuracy as well as, the lexical range of the language use.
- A structured speaking assessment conducted by the Centre Manager using standardised prompts and CEFR-aligned descriptors to assess communicative competence, fluency, accuracy, and interaction.

Placement decisions are based on:

- Online test results
- Speaking performance
- Previous academic records (where applicable)

Placement decisions are aligned with the Common European Framework of Reference for Languages (CEFR), using established descriptors to ensure consistency and accuracy in level allocation.

The placement process is applied consistently to all students to ensure fairness, transparency, and reliability in level allocation.

All placement results are recorded and stored securely and are accessible to relevant academic and administrative staff to support class allocation and ongoing academic monitoring.

Informal Assessment

Educators continuously assess learners through various classroom activities such as concept questions, instruction checks, eliciting explanations, and controlled practice. This ongoing assessment informs instructional decisions and allows for adjustments to teaching strategies.

Self-assessment is encouraged across all programmes. Learners engage with CEFR can-do statements, peer feedback activities, and reflective tasks to evaluate their own progress and identify areas for development.

Formal Assessment

Formal assessments are divided into formative (continuous) and summative assessments.

Weekly assessment

Weekly assessments are directly aligned with the Scheme of Work and the stated weekly learning outcomes. A range of assessment instruments may be used, including:

- Coursebook and supplementary resource-based assessments
- Teacher-designed tests (e.g. grammar and vocabulary)
- Communicative tasks
- Project work and learner presentations

Teachers are responsible for ensuring that assessment tasks are administered fairly, consistently, and in accordance with institutional assessment procedures.

Assessment outcomes are systematically used to inform ongoing teaching and learning. Teachers record common learner errors and areas for development, which are then incorporated into subsequent lesson planning, including revision and recycling of language.

Where appropriate, learners may be referred to additional academic support services (e.g. Assisted Studies) based on assessment outcomes.

Weekly assessments are aligned with programme learning outcomes and the Scheme of Work to ensure coherence between teaching, learning, and assessment.

Level Tests

Progression decisions are based on a combination of:

- Level test performance
- Continuous (weekly) assessment
- Teacher professional judgement

This ensures that progression reflects a holistic view of learner development rather than reliance on a single assessment point.

Level tests are structured assessments conducted over a defined period and are designed to evaluate both progress and achievement. These assessments typically include a combination of receptive skills, productive skills, and language systems, and may be administered over multiple sessions.

The assessment of productive skills (speaking and writing) may alternate across testing periods to ensure balanced evaluation over time.

All assessment results are recorded and securely stored and are accessible to relevant academic staff for monitoring learner progress and informing decision-making.

Learners may appeal assessment outcomes through the institutional Helpdesk system. Appeals are reviewed by Academic Management in accordance with institutional assessment procedures.

Assessment materials, marking criteria, and learner assessment records are securely stored in controlled-access areas to maintain assessment integrity and confidentiality.

Double Marking Policy

For standardisation purposes, the productive parts of the test are randomly double marked by senior teachers and the Academic Team.

The purpose of double marking, together with teacher rotation during level testing, is to ensure consistency, fairness, inter-rater reliability, and validity within the assessment process.

Discrepancies are noted and addressed with both examiners to establish the most appropriate score. Additional support and training are provided to ensure moderation.

Double marking is a crucial part of IBAT's commitment to high-quality assessment and the accuracy of student grades.

Programme-Specific Assessment (Exam Preparation Classes)

Students enrolled in examination preparation programmes (e.g. Cambridge or IELTS) complete additional assessment in the form of full practice examinations at regular intervals, enabling them to become familiar with exam format, timing, and performance expectations.

Exit Examinations

The Test of Interactive English (TIE) <https://tie.ie/> and the International English Language Testing System (IELTS) <https://ielts.org/> are IBAT's standard exit examinations for visa students. Both exams are aligned to the CEFR, and the exam fee is included in the course fee. The Exam Officer liaises with exam centres and registers learners for their chosen exam within the first month of study. All students sit their exam by the end of their course. TIE certificates are issued to IBAT for distribution, while IELTS certificates are issued directly to students by the relevant examination centre. . TIE certificates are sent to IBAT and are given directly to students upon receipt from the exam centre. IELTS certificates are sent directly to the students by the IELTS centre.

The Exam Officer is responsible for coordinating examination registration, liaising with external examination centres, and ensuring that all learners are registered and scheduled appropriately.

Assessment and Exit Examination Rationale

IBAT's assessment and exit examination framework ensures fair, transparent evaluation aligned to learner needs and progression goals. Learner achievement is

monitored through weekly formative assessments and eight-weekly level tests, which inform planning, level progression, and feedback. These internal assessments are mapped to CEFR descriptors and criteria, and results are reviewed through structured feedback processes that support learner autonomy and goal setting.

Exit examinations complete this progression pathway. IBAT offers two options: TIE, the primary exit exam embedded within the General English syllabus and Scheme of Work, and IELTS, available to learners who prefer an internationally recognised academic or immigration qualification. Learners choosing IELTS may attend IELTS preparation classes and receive targeted support.

TIE results are accepted by the Irish Department of Justice for visa purposes, by a range of Higher Education Institutions, and by employers as evidence of communicative English proficiency. IELTS results are internationally recognised for higher education, employment, and migration, and provide CEFR-mapped profiles in all four skills.

This dual-exam model ensures that assessment remains relevant to diverse learner pathways. Many IBAT learners do not progress to third-level study and benefit from TIE's communicative, task-based format. Others require a globally recognised exam for academic or professional use and may therefore select IELTS.

Assessment outcomes at IBAT are made meaningful through explicit CEFR alignment across weekly assessments, level tests, syllabi, marking criteria and exit examinations. Learners are supported in interpreting their progress through CEFR can-do statements, transparent criteria and feedback days, ensuring results are clear and transferable.

Feedback on formal assessments is provided within a defined timeframe following completion of assessment cycles, ensuring that learners receive timely and actionable guidance to support progression. It supports a feedforward approach,

whereby learners are guided on how to improve future performance. This includes in-class correction, delayed feedback, and targeted follow-up tasks.

The distinction between progress assessment (weekly, formative) and achievement assessment (level tests and exit examinations) ensures that learners receive continuous support while also demonstrating measurable attainment of learning outcomes.

Together, these processes ensure that IBAT's assessment system is academically robust, learner-centred, and aligned with recognised international standards.

CEFR Mapping and Testing

All assessment practices are explicitly mapped to the Common European Framework of Reference for Languages (CEFR), ensuring alignment between learning outcomes, teaching content, assessment tasks, and progression decisions.

Lesson Observations Policy

- [Lesson Observation Policy and Procedure](#)

Supporting Documents

Lesson Observation Procedure (EL Academic Management SOP Ch. 5)

Introduction

This policy outlines the observation procedures for English Language Teachers at IBAT College Dublin. The purpose of observations is to:

- Monitor teaching performance, classroom management, and the effective use of materials and methodology.
- Provide constructive feedback and support for teacher development.
- Inform professional development activities (INSET, CPD, peer observation).
- Contribute to performance management and ensure the quality of teaching.
- Ensure consistent interpretation and application of assessment descriptors.

The results of these observations inform decisions regarding teacher support, including INSET, CPD, and self-access development, as well as performance management and work quality.

Types of Observations

Four types of observations are conducted. All observations are conducted by members of the Academic Management Team.

1. **Initial Observation (for new teachers):** Conducted in the early weeks of employment by a member of the Academic Management Team.

2. **Formal Scheduled Observation:** Conducted at least once, ideally twice, per academic year for all teachers (one for developmental purposes, one for monitoring quality of work).
3. **Pop-in Observation:** Short, unscheduled observations (approximately 30 minutes) conducted for support, in response to a complaint, or to gain a quick insight into teaching practices.
4. **Peer Observation:** At least once per year, focused on specific areas of development. Peer observations are coordinated by Academic Enhancement Coordinator with Director of Studies oversight.

All observations are formally recorded, and structured feedback is provided to support teacher development.

Observation Focus Areas

Observations will focus on the following key areas:

- **Methodology:** Appropriateness and effectiveness of teaching methods.
- **Lesson Planning and Preparation:** Clarity of objectives, organization of activities, and use of resources.
- **Classroom Management:** Creating a positive learning environment, managing student behaviour, and maximizing learning time.
- **Teacher/Student Roles:** Interaction patterns and opportunities for student participation.
- **Language Awareness:** Accuracy and appropriateness of language use, and attention to language form and meaning.
- **Student Participation:** Evidence that the students are engaging in a meaningful way
- **Achievement of Learning Outcomes:** Evidence of student learning and progress towards lesson outcomes.

- **Interpretation and consistent application** of CEFR-aligned assessment descriptors and marking criteria (for calibration/standardization).
- Integration of skills.
- Active student participation
- Focus on real-life meaningful communication

Teaching Standards

Teachers are expected to:

- Deliver lessons aligned with syllabus and learning outcomes
- Prepare structured lesson plans
- Adapt teaching to learner needs
 - Needs analysis
 - Class profile
- Use a range of materials
- Provide clear instructions and feedback

Assessment in Learning

Assessment supports learning through:

- Weekly formative assessment
- Summative level testing
- Continuous feedback
- Monitoring of learner progression

Learner Engagement

Students are encouraged to:

- Participate actively

- Develop autonomy
- Engage collaboratively
- Reflect on progress

Quality Assurance

Teaching quality is monitored through:

Formal observations

- Pop-in observations
- Student feedback
- Academic meetings
- CPD participation

Professional Development

Teachers engage in continuous professional development to maintain and enhance teaching quality through:

- CPD sessions
- Peer observations
- Workshops
- Conferences

This ensures teaching reflects current ELT practices.

Governance, Documentation and QA

All programme development, review, and updates:

- Are documented and version-controlled
- Are approved by Academic Management
- Are stored centrally for QA purposes
- Provide an audit trail of decision-making

Review of Policy

This framework is reviewed annually as part of quality assurance procedures to ensure continued relevance, effectiveness, and alignment with best practice.

Teacher Resources

English Language Teachers will be provided with a variety of course books, eBooks and supplementary material to facilitate the teaching process, as well as access to online sites to enrich their lessons.

All of the current English Language Teachers Resources are held on shelving units in the dedicated Teachers' Room on the fifth floor of the Frederick Street campus. The desktop computers also hold the Class presentation tools (e-versions of the books). These resources are regularly upgraded. An annual budget is in place to facilitate the ongoing supply and management of these resources.

Academic folders containing class lists and all academic documentation are kept on a shared drive administered by the academic team. Teachers access these to record attendance, complete scheme of work and store assessment results.

Staff Area – English Language Teachers

A dedicated Teachers' and Lecturers' Area is available on the fifth floor of the Frederick Street campus. These are equipped with computers, photocopying and scanning facilities. It ensures that English Language Teachers have a suitable space in which to prepare for classes and complete administrative duties. The Frederick Street campus also has a separate dining area.

Preparation in Advance of Classes

The completion of teacher logs with specific lesson objectives and outcomes is required on a daily basis and should include information on all aspects of the

lesson. Additionally, records of any issues or important notes should be made in the teacher's handover section. Schemes of work are recorded in the online English Language Teachers' folders and are regularly reviewed and assessed by the Management team.

Teaching

Each class is assigned one teacher. Teachers rotate classes every 18 weeks to ensure that students experience a variety of teaching styles and to provide teachers the opportunity to develop their agility in teaching all levels.

Social Programme – Integrated with Learning

Learning English at IBAT incorporates cultural experiences as part of the curriculum. This is built into the teaching methods employed by English Language Teachers.

When a cultural outing is scheduled to take place during class time, the English Language Teachers are required to submit a comprehensive plan and material to assist with the ongoing learning outside the traditional classroom setting.

The English Language Teachers are expected to prepare pre-trip activities and to conduct post-trip exercises to ensure that all students benefit from the excursion.

The English Language School at IBAT Dublin also runs a comprehensive Social Programme. The activities offered to the students take place after classes and combine both social and educational aspects. IBAT Dublin also organises day trips to tourist spots and main attractions both around Dublin and Ireland

Classroom Space

The English Language School in the North Frederick Street building holds 37 classrooms and an IT laboratory.

English Language Teachers have access to the following in each room:

- A networked projector or smart TV and Laptop with full access to the internet
- A notice board for student work and material
- A whiteboard
- Posters to support students' learning process

Staff Meetings

The Director of Studies, and teaching staff meet formally on a fortnightly basis or as required. Formal minutes are recorded and circulated by the Director of Studies. These staff meetings facilitate an open forum for communication between teachers and the management. The Managing Director, Centre Managers and Administrators attend when necessary.

This meeting deals with the academic and operational activities within the School and the classroom.

Agenda Items include but are not limited to:

- Operational Issues, e.g. updates, systematic changes, IT innovations, etc.
- Resources
- Ongoing Development
- Lessons plans and aims
- Assessment Management
- Student Progress
- Issues / Concerns
- Any other business

Provision of Cover Teachers

The English Language School at IBAT Dublin ensures that cover teachers are of the same high standard as regular English Language Teachers. Therefore, contracted teachers are assigned to cover classes to eliminate any possible distractions to our

service. Emergency sickness or other unexpected absences are covered by ADoS, and the Academic Enhancement Coordinator, who can teach up to 5 sessions weekly.

Materials for teaching, learning and assessment (software and printed)

During induction students will receive contact details for the IT Services Team. Each student is provided with their own log in account for accessing the Learning Portal and a suite of Google Education tools, including:

G Suite (Google Suite)

Both Teachers and Students have access to the G Suite (Google Suite) collection of productivity and collaboration tools which provides additional opportunities for learning. Each tool can be accessed either from a browser or can be downloaded as an App directly to their smart devices. The tools available include:

Google Gmail:

Google Gmail is the college wide email system, both teachers and students are provided with their own designated @ibat.ie Gmail account which provides the exchange of secure and consistent emails.

Google Classroom

Google Classroom provides an additional virtual learning space which can complement the Moodle LMS. It allows teachers to set activities for students either individually or collaboratively and provides seamless integration with other G Suite tools.

Google Drive:

Google Drive provides unlimited cloud storage for both lectures and students. They can store documents, spreadsheets, photos or any other type of files in their own Drive, and access and share them easily from any web enabled device.

Google Docs, Sheets and Slides:

Google Docs, Sheets and Slides allow teachers and students to collaborate, share feedback, and work together in real time on documents, spreadsheets, and presentations.

Google Calendar:

Google Calendar provides lectures and students with the capability to share calendars or create joint calendars with classmates which can also include virtual video meetings.

Google Meet:

Google Meet provides video meetings and collaboration between teachers and students from anywhere; it can also support virtual classrooms and training sessions.

Google Jamboard:

Google Jamboard allows teachers and students to sketch and collaborate on an interactive smartboard on any device.

Scheme of Work Policy

[Scheme of Work Policy](#)

Supporting documents:

[Scheme of work example](#)

[Scheme of work training](#)

[Scheme of work check by Senior Teachers](#)

[Scheme of work reports](#)

Scheme of Work Procedure (EL Academic Management SOP Ch. 2)

Purpose

This policy outlines the principles guiding the creation, checking, and implementation of Schemes of Work for English Language Teaching programmes at IBAT Dublin. Its purpose is to ensure high-quality teaching, consistent curriculum delivery, and continuous professional development for teachers.

Scope

This policy applies to all teaching staff, senior teachers, and academic management involved in planning, reviewing, and delivering Schemes of Work.

Policy Aims

The policy aims to:

- Ensure quality teaching and learning by requiring schemes of work to be well-planned, aligned with curriculum expectations, and appropriate to student needs.
- Promote consistency and progression by ensuring teaching builds on prior knowledge and leads to clear outcomes.

- Support professional development through constructive feedback and opportunities to improve planning and teaching.
- Meet accountability requirements by demonstrating the provision of high-quality education.

Key Principles

- Schemes of Work must align with the syllabus and programme objectives.
- Planning must include clear learning outcomes, structured learning steps, and appropriate materials.
- Regular review and feedback are essential to maintain teaching standards.
- Teachers are supported through training, mentoring, and structured feedback.
- Continuous improvement is expected and monitored.

Policy Review

This policy will be reviewed annually, or as required, to ensure effectiveness and relevance.

This policy aims to provide a clear framework for the development and implementation of effective Schemes of Work, ultimately contributing to a high-quality learning experience for our students.

4. Continuous Professional Development (CPD)

[English Language Teacher Development Framework](#)

English Language Teacher Development Framework

Purpose and Principles

The framework ensures a systematic, evidence-based approach to teacher development, supporting high-quality teaching, CEFR alignment, reflective practice, and professional growth.

IBAT operates a structured CPD system based on needs analysis, planning, implementation, and review. Teacher development is supported through CPDs, observations, mentoring, and external engagement. Quality is ensured through mandatory training, observation-linked CPD, and continuous evaluation.

Teacher Development Cycle

1. Needs Identification

Sources include teacher surveys, student feedback, formal and pop-in observations, peer observations, performance reviews, and academic support requests.

2. Planning

Individual Development Plans (IDPs) are created. A yearly CPD calendar is developed. Peer observations are scheduled.

3. Implementation

Includes:

- Monthly CPDs (mandatory and optional)
- Formal observations

- Pop-in observations
- Peer observations
- Academic support sessions
- Mentoring
- Teacher-led CPDs
- Annual internal conference
- External conferences

4. Review and Evaluation

CPD feedback, observation outcomes, and teacher reflection inform future planning.

Observation Framework

Formal observations are scheduled and developmental.

Pop-in observations ensure consistency.

Peer observations focus on collaboration and reflection.

CPD Programme

Includes workshops, lectures, mentoring, internal CPDs, and external conferences.

Mandatory sessions ensure standardisation.

Optional sessions support individual growth.

Annual CPD Timeline

Monthly CPDs run throughout the year.

Mandatory sessions act as quality checkpoints.

External engagement occurs during the year.

The December conference consolidates learning.

External Conference Strategy

Before: identify events and set goals.

During: attend sessions and network.

After: share learning internally and apply insights.

Quality Assurance

Links observations to CPD.

Tracks participation and feedback.

Maintains documentation (IDPs, attendance, certificates).

Ensures alignment with best ELT practices.

Impact

Measured through improved teaching, student feedback, and teacher engagement.

Visual Framework (Mapping)

Needs Analysis → Staff feedback, student feedback, observations

Planning → IDPs, CPD calendar

Delivery → CPDs, observations, mentoring

Assessment → Observation outcomes, feedback

Review → Annual evaluation and CPD adjustments

English Language Academic Staff CPD Policy

[CPD Policy & Procedure](#)

Supporting documents

[CPD Annual Planning](#)

[Training Records & Expectations](#)

[Peer and Formal Observation / Mentoring](#)

IBAT is committed to cultivating a culture of CPD and professionalism, keeping abreast of developments in the ELT field. We provide opportunities for teachers to pursue professional development, thereby enhancing student learning. Our CPD system is based on a structured approach that includes needs analysis, targeted training, and ongoing support. Additionally, the outcomes of observations inform decisions relating to staff development, including CPD and INSET, and contribute to performance management processes.

IBAT is committed to actively encouraging and facilitating the continuous development of the knowledge, skills, and overall competence of its academic staff. This supports improved performance, enhances staff contribution to the institution, and contributes to individual career development.

A documented CPD plan is implemented annually, informed by observation outcomes, staff feedback, and organisational priorities (see EL Academic Management SOP Ch. 7: CPD Policy)

1. Needs Analysis:

A formal needs analysis process is in place to identify staff training and development needs. This process incorporates multiple sources of information:

- **Yearly Teacher Surveys:** Teachers complete annual surveys suggesting strengths, weaknesses, and areas for development.

- **Student Feedback:** Student feedback is collected and considered in identifying areas for improvement.
- **Formal Observations:** Teacher performance is assessed through formal scheduled observations and regular pop-in observations by academic management.
- **Yearly Performance Reviews:** Formal performance reviews with the Director of Studies contribute to the identification of professional development goals.
- **Peer Observations:** Peer observation feedback informs individual development.

These inputs collectively influence the content and focus of subsequent CPD sessions.

CPD forms an integral part of the performance management process and is aligned with appraisal outcomes, institutional objectives, and continuous quality improvement.

2. Individual Development Plans (IDPs):

Individual Development Plans are in place for all academic staff. These plans are developed and implemented through a combination of:

- **Peer Observations:** Feedback from peer observations contributes to the IDP.
- **Mentoring:** Mentoring sessions for newly qualified teachers provide guidance and support for professional growth.
- **Academic Support Sessions:** Targeted academic support sessions (30 minutes online) are offered by academic staff based on teacher requests. Teachers sign up in advance, specifying their area of need.

Ongoing support is provided by the Director of Studies, Academic Enhancement Coordinator, and senior teachers through mentoring, academic support sessions, and guidance on professional development.

3. CPD Activities:

A diverse range of CPD activities is offered to meet the identified needs of staff and ensure up-to-date knowledge and skills. These activities may include:

- Lecture-style presentations
- Interactive workshops
- Peer observation
- Mentoring programme
- Access to IBAT Professional Diplomas
- Access to developmental courses (e.g., DELTA)
- External conferences (e.g., IATEFL, ELT Ireland, QQI events)
- Internal teacher-led CPDs (see Section 4)

IBAT delivers structured internal CPD through regular CPD sessions (approximately every 4 weeks) and an annual two-day internal CPD conference held in December. These are informed by observation outcomes, student feedback, staff input, and institutional priorities.

4. Internal CPDs by Teachers

Internal CPDs organised by teachers are needs-based, focusing on staff/classroom needs rather than personal interests (the latter addressed through the annual internal conference).

- **Delivery payment:** Teachers delivering CPDs are paid in addition to attendance pay:
 - 30 minutes = 1 hour pay
 - 45 minutes = 1.5 hours pay

- 60 minutes = 2 hours pay
- **Ownership:** In line with staff contracts, all CPDs delivered internally are owned by IBAT College Dublin.
- **Storage:** All CPD materials are stored in the English Resources Drive > CPD for teacher access.
- **External presentation:** When presenting externally at conferences or ESL events:
 - The **IBAT** watermarked template must be used.
 - The school must be cited as the place where the CPD was first delivered.
- **Publication:** When publishing CPDs (e.g., as papers), IBAT must be listed as the presenter's workplace in the bio/abstract.

5. CPD Session Structure and Content:

CPD sessions (45-60 minutes) are planned and prepared with the guidance of the Director of Studies. Teachers are informed two weeks in advance to allow for sign-up, and a calendar reminder is set. Sessions fall into two categories:

- **Mandatory Sessions:** Focus on core areas such as CEFR, curriculum, syllabus, and assessment systems. They are delivered by academic management.
- **Optional Sessions:** Focus on methodology, classroom management, SEN, etc.; delivered by management or teachers with relevant expertise.

6. CPD Evaluation:

The impact of CPD activities is evaluated through multiple channels:

- **Post-CPD Session Feedback:** Feedback is collected from attendees after each CPD session.
- **Peer Observation Feedback:** Feedback from peer observations is analysed and contributes to future CPD planning.
- **Analysis of Needs and Interests:** Collected feedback, observation data, and other needs analysis information are analysed to identify trends and inform future CPD activities.

Records of CPD participation, including attendance, materials, and feedback, are maintained centrally to ensure traceability, quality assurance, and alignment with institutional and regulatory requirements.

7. Curriculum, Syllabus, and CEFR Training:

Dedicated training sessions on the curriculum, syllabus, and CEFR alignment, and assessment alignment are held regularly. Records and materials from these sessions are maintained and made available to teachers. These sessions are mandatory and delivered by academic management.

8. Ensuring Current Practice:

IBAT is committed to ensuring that teaching practice is current and reflects best practices in the ELT field. This is achieved through:

- CPD activities focused on current trends, research, and methodologies.
- Observation records that specifically assess current best practices.
- Peer observation and mentoring programs that facilitate sharing current practices.
- Staff participation in professional organizations (e.g., IATEFL, ELT Ireland).
- Documentation of reflective practice activities (e.g., through teaching portfolios).

Teachers may be required to maintain records of reflective practice, including teaching portfolios, self-evaluations, and action plans, to support ongoing professional development and appraisal processes.

9. Linking Observations to CPD:

The observation process is directly linked to CPD planning. If areas for improvement are identified during observations, teachers may be asked to:

- Review relevant CPD materials.
- Complete a documented peer observation on a specific area, followed by a reflection.
- Be observed and/or re-observed by management applying the new strategies.

10. Resource Allocation:

IBAT provides resources to support CPD activities, including:

- Access to IBAT Professional Diplomas for all staff.
- Funding for the yearly internal conference.
- Budget for external speakers.
- Support for experienced teachers to share their expertise.
- Sponsorship for developmental courses (e.g., DELTA) based on school needs.
- Attendance at external conferences (IATEFL, ELT Ireland) and QQI events.

Following successful completion of probation, staff may apply (subject to approval) to access IBAT professional diploma programmes and other internal training opportunities, in line with institutional requirements and course availability.

Non-Academic Staff CPD Policy

1. Purpose

IBAT is committed to creating an environment of continual professional development to ensure all members of staff maintain and enhance the knowledge, skills and competencies required to perform their roles effectively and to support ongoing professional growth.

2. Scope

This policy applies to all members of staff within the organisation, regardless of role, level or employment status.

3. Policy Statement

The organisation is committed to fostering a culture of continuous learning and professional development. Staff are encouraged to take responsibility for their own CPD, supported by line managers and the organisation.

4. Objectives

- To ensure staff remain competent in their roles
- To support career development and progression
- To improve organisational performance
- To meet regulatory and/or professional body requirements

5. Roles and Responsibilities

Members of Staff

- Identify personal development needs
- Participate in relevant CPD activities
- Maintain accurate record of CPD activities
- Apply learning to their role or future role

Managers

- Support staff in identifying CPD through regular 1:1 meetings
- Approve appropriate CPD activities
- Monitor progress and provide feedback

Organisation

- Provide access to CPD opportunities where possible
- Ensure fair and equal access to development resources
- Monitor overall CPD compliance

6. CPD Activities

CPD activities may include, but are not limited to:

- Training courses and workshops
- Conferences and seminars
- E-learning and webinars
- Professional reading and research
- On-the-job learning and mentoring

7. Recording CPD

Employees are required to maintain a record of their CPD activities, including:

- Date of activity
- Description of activity
- Learning outcomes
- Time spent

8. Review

IBAT remains committed to fostering an inclusive and respectful environment for all members of staff. Any questions or concerns regarding this policy can be directed to the line manager or the HR Manager. This policy will be reviewed annually or as required to ensure continued alignment with organisational standards and legislation.

5. Operations / Administration

Attendance Monitoring Policy

Supporting documents

[Attendance Monitoring](#) (QAH IBAT p. 108)

Attendance Monitoring Procedure (EL Academic Management SOP Ch. 10)

1. Purpose

QAHB is committed to maintaining effective attendance monitoring systems to support student engagement, academic progression, and compliance with applicable immigration and regulatory requirements. Attendance monitoring ensures that students participate fully in their programmes and that concerns regarding attendance are identified and addressed promptly.

2. Scope

This policy applies to all students enrolled in programmes delivered by QAHB and to all academic and administrative staff responsible for recording, monitoring, and managing attendance.

3. Policy Statement

QAHB operates a structured attendance monitoring process through defined systems and controlled procedures. Attendance is monitored on an ongoing basis and formally reviewed weekly by Academic Administration.

Attendance records are maintained as official institutional records and may be used for academic reviews, compliance monitoring, and reporting to relevant authorities where required.

4. Attendance Monitoring Systems

Attendance is managed through the following systems:

- The Class Management System (primary attendance recording system)
- Pearlway (official reporting and compliance system)
- Attendance Logs (teacher-completed daily records)

Attendance information is:

- recorded daily by English Language Teachers
- transferred and verified by the Academic Administration team
- stored securely and retained as documented evidence

Attendance data is verified weekly, and discrepancies are investigated and resolved by the Academic Administration team.

5. Attendance Monitoring Frequency

Attendance monitoring operates across three control points:

Daily Monitoring

- Attendance is recorded at the beginning of each class by the teacher.
- Absences and lateness are documented in attendance logs.

Weekly Monitoring

- Attendance data is transferred weekly into the Class Management System and Pearlway.
- Attendance percentages are calculated and reviewed.
- Students identified as at risk (below 85% attendance) are flagged for intervention.

Ongoing / Rolling Monitoring

- Attendance trends are monitored throughout the student lifecycle.

- Records are maintained and updated in real time.
- Academic management formally reviews attendance on a weekly basis.

6. Attendance Escalation Process

QAHB applies a staged attendance intervention process where attendance falls below required thresholds.

Stage 1 - Warning 1

Trigger: Attendance falls below 85%

Action: Student receives a written attendance warning.

Stage 2 - Warning 2

Trigger: No improvement following the initial warning period

Action: A second formal warning is issued.

Stage 3 - Warning 3 / Meeting Required

Trigger: Continued non-compliance

Action: Students are required to attend a formal attendance meeting.

Stage 4 - Formal Intervention

Action:

- Meeting held with a member of the Academic team.
- Written attendance agreement issued.

Final Stage - Non-Compliance

Trigger: Continued failure to meet attendance requirements

Action:

- Students may be withdrawn from the programme.

- Notification may be issued to immigration authorities where required.

All stages of the attendance escalation process are documented, retained, and subject to review.

7. Record Retention and Confidentiality

Attendance records, warning notices, meeting notes, and intervention documentation are securely stored and retained in accordance with QAHB data protection and document retention procedures.

Student Affairs

IBAT Dublin endeavours to integrate the academic, social, personal and spiritual dimensions of the diverse student body. The pastoral care of students is of utmost concern to all IBAT Dublin staff.

The College applies the Code of Practice and Guidelines for the Provision of Programmes of Education and Training to International Students (QQI, 2015). All registered international students are covered by the College's health insurance plan. All programmes offered to international students by IBAT Dublin have been placed on the Interim List of Education Programmes (ILEP).

A Student Affairs Coordinator is available to help students with general issues and is contactable at student.affairs@ibat.ie. Where necessary, this coordinator directs queries to the appropriate department within the organisation.

They also have contact with local GPs and a panel of counsellors, should this be required.

Counselling Service

The College offers a free and confidential counselling service to all students. The service is accessed through Student Affairs. Students may refer themselves or be referred by teachers who may be concerned.

One-to-One Appointments

One-to-one appointments are available to students with the Director of Studies and the Academic Administrator as appropriate. Escalations will be made internally to the School MD.

Appointments can be made via HelpDesk or the reception.

Disability Services

IBAT Dublin's disability support service aims to provide support for students with disabilities and to assist in the achievement of educational goals. Students with physical disabilities, learning difficulties, mental health issues, ongoing illnesses or short-term illness or injury are required to register accordingly with the College to ensure they receive the appropriate assistance during their studies. In so far as is possible, College staff endeavour to assist students with disabilities in meeting their full academic potential.

All applicants with disabilities are additionally offered the opportunity of an individual orientation with a designated member of College staff prior to, or on commencement of, their programme. This is an opportunity to discuss their needs and to become familiar with the layout of the main building and/or delivery venue.

Access to Medical Care

If a student requires assistance in accessing medical care, they can access details of local medical centres via the IBAT Dublin Reception Desk.

Conduct in Class

Students are asked to adhere to the following guidelines:

- Students are responsible for ensuring that any litter is placed in the bins provided.
- Food should not be consumed in the classroom but in the break rooms at the allocated break times.
- Students must not act in any way that may cause injury to themselves or other classmates or their teacher.
- Students must not act in any way that may cause damage to any fixtures, fittings and equipment in the classrooms or common areas.
- Mobile phones are not to be used for non-educational purposes in class.
- Staff and students must act in a respectful way towards each other at all times.

See also the College Code of Conduct below.

Punctuality

Students will, under exceptional circumstances, be allowed into class up to 15 minutes after classes have begun. All students are encouraged to be punctual. When students arrive later than 15 minutes, they will lose attendance and may not be allowed to join the class until after the break. This applies to both morning and afternoon classes. Students who are persistently late may be referred to Academic Administrator/ Centre Manager.

Leaving Class Early

Students are not permitted to leave class early. If a student leaves a class before that class has reached its natural conclusion, the time accrued for that portion of the class (9:00-10.30, 10.45-12:15 etc.) will not count towards their attendance. This will be recorded on the attendance sheet for that class.

It is the duty of the English Language Teacher to discourage any such disruption to class time.

Letter Requests

Student requests for documents such as letters etc. are made through our Helpdesk platform (ticketing system) or at the college reception if the student requires it urgently. This allows IBAT Dublin to ensure that all information leaving the College is subjected to cross-checking in terms of data accuracy.

GNIB details are emailed directly to the GNIB office by a designated member of the IBAT Dublin Staff every Friday. All other letters will be available for collection from Reception.

All administration processes regarding the issue of documentation for international students are in compliance with immigration procedures as laid down by the Immigration Authorities.

Students can request the Student Confirmation letter, which can be used for the following:

- Confirmation of Registration as a Student of IBAT Dublin
- Visa
- Visa Extension
- Bank Account opening
- PPSN Request
- Holiday
- Exit from school details

Holiday Policy

To request a holiday, students must complete an online Holiday Request Form at least 2 weeks before the holiday date.

Students who enrol for 25 weeks can request holidays after they have attended classes for a minimum of 10 weeks. If a student has been with the college for less

than 10 weeks, the Senior Centre Manager may make an exception (only in emergency circumstances) if a flight ticket or medical certificate is produced.

If a student enrolls for less than 25 weeks e.g. 2 months, holiday requests have to be considered on an individual basis. In all cases, we require students to provide documentation for holiday requests.

Holidays must be taken during the calendar week (they must begin on a Monday and end on a Friday and the student must return to class on a Monday).

The College will not add extra classes at the end of a student's course if they miss individual days.

A student can request holidays for a maximum of 4 weeks only during the period of studies. They will need to have a minimum of 70% attendance and we do not approve holidays when a student is on their third warning.

Special situations where a student wants longer holidays (health or family issues or returning to their country) will only be approved directly by the Senior Centre Manager. In these instances, the time missed is added at the end of their programme so that they get their full period.

No extensions to a holiday period will be allowed while a student is still on holiday. The entire period has to be requested, and the dates indicated on the Holiday Request Form, before the student goes on holiday.

Students must allow a minimum of 1 month at the end of their programme i.e. they have to complete their 25 weeks within the first 7 months in Ireland. This is to allow extra time if the student is sick or absent, so they do not miss classes and therefore lose attendance which they cannot recuperate afterwards.

All students are informed of Bank Holidays and Public Holidays when receiving their final offer letter.

In order to facilitate a purposeful and appropriate learning experience, IBAT Dublin run a 25-week cycle of two back-to-back course-book mapped syllabi which cover the core Common European Framework of reference learning outcomes (CEFR Learning Outcomes) at each given course book/CEFR level. For example, a student will start on any given week in one of the two books (week 4 of *English File 4th Edition* for example) and end that course of study/programme on the preceding week number in the following course of study/programme (e.g. week 3 of *Language Hub*). As the Learning Outcomes of each of the two course books mapped programmes are all mapped in the same sequence, the same Learning Outcomes are covered in the case of the above example which crosses two course books, as in the case of a student who covers a course with one course book.

It is deemed to be the focus of these syllabi that learners acquire the lexical load – e.g. phrases/lexical chunks – relevant to the level within the context of a grammatically staged programme as opposed to covering grammar in a progressive pathway. Thus, if a student cycles round from the latter half of one course book to the beginning of another it is not considered to be regressing in a level. Rather it is seen to be providing an opportunity for the learner to gain communicative proficiency in the lexical, functional and grammatical areas delineated by the Learning outcomes of that portion of the course book missed by chance of arrival date.

In effect, the Learning Outcomes of the syllabus are suitably covered. The structure of the 25-week, extended 2 course book cycle is so designed as to ensure complete coverage and balanced exposure to the constituent (CEFR-mapped) Learning Outcomes in a sound academic manner while also facilitating rolling enrolment.

Student Code of Conduct

By registering with IBAT Dublin all students are signing up to the IBAT Dublin Student Code of Conduct, Associated Policy 1.4 that accompanies the College Quality

Assurance Handbook (QAH IBAT), accessible at <https://www.ibat.ie/quality-assurance.html>

Its objective is to protect the College community. This code applies whilst they are on any of the College campuses or associated with any College activity on or off the campus. The purpose of the code is to ensure a safe and supportive environment for all members of the College.

Students are provided with this Student Code of Conduct, a Student Handbook and any College regulations that apply to their programme.

Where the code is breached, students will be subject to the College's Disciplinary procedures as laid out in the QAH IBAT and on the IBAT Dublin website.

Students are responsible for:

Engaging with the programme appropriately. This means:

- attending all timetabled activities
- coming to class, prepared, on time and with all relevant course materials
- actively engaging in class
- not engaging in other activities during class time

Respecting the learning environment by:

- being respectful to other learners, college staff and visitors
- avoiding the use of abusive or hostile language, including body language
- not using electronic devices for communication or non-class based activities while in class
- respecting college property and the property of others
- familiarising themselves with all relevant regulations including the College Code of Conduct
- reporting inappropriate behaviour such as discriminatory language, academic misconduct to protect the welfare of fellow students and the reputation of the College.

Student Disciplinary Process

The Student Disciplinary Committee considers cases where a learner has allegedly engaged in misconduct. Misconduct is defined as conduct which is intended, or is likely, to disrupt teaching, learning, study, research, events, recreational activities, meetings, examinations, administration or other activities. All students are expected to be considerate to the needs of fellow students, staff, visitors to IBAT Dublin and the wider public. Students are expected to be respectful of college activities, property and the surrounding environment.

Misconduct may be classified as:

- Minor infringement
- Major infringement
- Gross misconduct

This classification is based on the nature, extent, seriousness and impact of the misconduct and is agreed by the Student Disciplinary Committee. Any misconduct that could be classified as a criminal offence is automatically classified as gross misconduct. However, gross misconduct is not limited to criminal activity.

The process is described in detail in section 7.16 of the College Quality Assurance Handbook.

Student Support

Supporting documents

[Support for Learners](#) (QAH IBAT p. 149)

Assisted Study Programme

Should students have issues with language items covered in the class, IBAT Dublin offers its students the opportunity to attend weekly English support classes to work

further on these problematic areas. These classes are scheduled in such a way that students get individual attention from a designated tutor, while the issues are discussed and supplementary material and homework may be provided, along with tips for further development.

This programme is also used to provide students with more individual feedback on their level tests.

General Support

Any student may speak with a teacher regarding their course and they will be directed to the appropriate person.

While the Academic Administrator and English Management team provide support on an ongoing basis, a dedicated student support service also operates at the campus. They are available onsite at IBAT Dublin to deal with any questions or queries students may have. The Student Affairs Coordinator deals with general day-to-day issues and can also organise counselling services when the need arises. Apart from this learners may open a ticket to receive support on any topic on the [IBAT Helpdesk](#).

The Reception area is attended in the Frederick Street campus from 08:00 until 5:30 pm Monday to Friday. The English Management team is available from 8:30 a.m.

Admission Policy of Visa Required Students

Supporting documents

[Admissions & Enrolment](#) (QAH IBAT p. 108)

EL SOP Learner Application and Payment (EL Academic Management SOP Ch. 12)

In respect of admissions to The English Language School, IBAT Dublin's Non-EU Admission policy and procedures are applied.

1. All non-EU student applicants are required to complete an international student application form. Original academic transcripts must accompany the completed application form for each applicant.
2. Non-EU applicants are interviewed by a member of the International Admissions office or a nominated IBAT Dublin representative. Nominated representatives who are officially appointed as IBAT Dublin agents are required to follow the policy and procedures as outlined below.
3. At interview, non-EU applicant documentation is verified and an initial assessment made of the applicant's suitability for the selected programme. Ideally, all applicants' original documentation is presented and verified as to its authenticity at the initial interview stage. Photocopied evidence of the applicant's academic transcript information is then attached to the standard international application documentation. In all cases, this photocopied documentation is signed by the interviewer and labelled as 'originals seen'. At this time, a provisional letter of acceptance can be offered to the applicant.
4. Until the above process has been completed, no formal student application is deemed to have taken place.
5. In situations where a student is unable to furnish the required academic transcript information with the completed application form, due to timing circumstances, a provisional letter of offer can still be made. The provisional offer letter is subject to the verification of the documentation at a later date. This requirement must be expressly stated in the provisional offer letter.

All applicants are issued with a Provisional Offer letter. The tuition fees and other administrative requirements are specified in the Provisional Offer letter. Before the submission of an International Student visa application, all tuition fees must have been received by IBAT Dublin, or a nominated representative of IBAT Dublin must confirm in writing that the fees have been received. Upon IBAT Dublin receiving tuition fees, applicants are issued with a receipt of payment letter. All student visa applications are submitted, accompanied by an IBAT Dublin cover letter summarising the details of the application.

Enrolment workflow

1. **Initial Enquiry:** Applications are received through two channels: the IBAT portal (for registered agencies) and the Direct Sales team. Upon receipt of a completed application form—including the student's personal details, selected course, preferred start date, and all supporting documentation—the application is reviewed for completeness.
2. **Application Review:** The Admissions team verifies that all required information and supporting documentation have been submitted.
3. **Conditional Offer Letters:** Once the application is complete and approved, the respective offer letters are issued. Placement testing (ELV test) is conducted as part of the conditional offer letter process.
4. **Offer and Invoice for Payment:** Following the issuance of the offer letter, the student record is created in the system. An official offer letter along with the invoice is then issued.
5. **Payment Confirmation:** The student or their authorised agent proceeds with payment. Upon receipt and verification of payment, the enrolment process progresses to the next stage.
6. **Registration on System:** Following successful payment, the student is formally registered in the system.
7. **Insurance:** Appropriate insurance arrangements are confirmed and documented, where applicable.
8. **Overseas student Visa requirements:** For Overseas students we require approved visa and Flight details before intake starts.
9. **Induction Scheduling:** Students are scheduled for an induction session prior to the course commencement date. During induction, they receive essential academic, administrative, and support information.
10. **PEL:** We send the Learn Protection Insurance for all registered students.

Management Control Procedures - Visa Applications

As many of these procedures are conducted by agents, and not IBAT Dublin staff, the following management control procedures are in place with regard to appointed agents:

- All appointed agents are visited in their place of employment to ensure that they operate as *bona fide* agents
- Formal IBAT Dublin training is provided to all appointed agents who are also provided with necessary back-up documentation
- A formal written agency agreement outlining terms and conditions of appointment is prepared and signed by IBAT Dublin and the respective agent
- All approved agents of IBAT Dublin only have authority to communicate and interview prospective students. All official letters of offer, fees, etc. are centrally managed, issued and controlled by IBAT Dublin Admissions Office in IBAT Dublin
- Members of the Admissions Office periodically visit approved agents for review purposes
- Agent performance is monitored to ensure that the applications received are of a suitable nature as to be accepted by IBAT.

Bookings and Admissions

Bookings, fee payment and the generation of Final Offer Letters are managed by the Admissions Officer responsible for recruitment for The English Language School at IBAT Dublin.

Registration

Registration is the formal process of becoming a student of the College. Once registered, students are able to attend English Classes, sit examinations and have access to the many facilities and supports available within the College.

The registration process is vital in ensuring that the College holds accurate and up-to-date information for each student. This is managed via Induction for new English Language students.

IBAT Dublin Refund Policy

Refunds are issued in line with the IBAT Dublin Refund Policy. This is managed by Admissions. The standard policy is to refund within 20 working days. Our Terms and Conditions of Payment and Refund are outlined on our website at:

<https://www.ibat.ie/refund-policy>

Record-Keeping

Full and complete records (personal data/academic/financial/pastoral) are kept on all students of The English Language School at IBAT Dublin. This is managed by the Academic Administrator. Oversight, in terms of the accuracy of data on the Class student information system, is managed by the English Department.

Student Induction

Induction Procedure – New Students

IBAT Dublin recognises the importance of learner induction to facilitate students' assimilation into the College and to support student retention. Students receive an induction session at the commencement of their course.

Once a new student arrives, they are welcomed by a member of the IBAT Dublin Team.

During the induction students receive online access to the Student Handbook and sign an Induction Checklist, which includes the items we discuss during the session:

- Student Handbook
- IBAT Dublin disciplinary procedures & complaint policy

- College Helpdesk
- Campus facilities
- Classes & Course materials
- Timetables and Attendance policy
- Attendance and GNIB / Warnings procedure
- Holidays and sick leave policy
- Google Classroom and @ibat.ie account
- Class levels and testing
- Exit exam
- Assisted Study
- Social Programme
- Health and Safety and Statement of Liability
- Student Confirmation Letter & IBAT Student Card
- Leap card & accommodation
- IBAT Dublin social media (Facebook and Instagram)

If students have any additional questions, they can speak to a staff member during the induction.

Student Handbook

Online access to the student handbook is supplied to all students when they join The English Language School at IBAT Dublin. It contains all relevant information pertaining to their course of study.

Certification and course completion

Upon course completion, students will receive their appropriate certification for any successfully completed examination which is currently the Test of Interactive English (TIE) or IELTS. They will also receive an IBAT Dublin Certificate of Achievement. The certificate is sent after students return their course book to the library; it may also be issued as a hard copy on student's request. This will identify the level at which

they commenced the course, how long they spent at that level and any progression to higher levels and the time spent at those levels.

Students' end-of-course attendance is sent to the Emigration Office, however, students can request a 'Student Letter' at the reception or via IBAT Help Desk.

All visa-requiring students must take an externally recognised exam as dictated by their entry letter and programme of study. The exit examination currently in place is the TIE or IELTS. The fee for this examination is included in the initial course price. Where a student decides to take a Cambridge exam (FCE or CAE) they are refunded the price difference upon presentation of a receipt. TIE examinations are scheduled on a monthly basis, with students undertaking the level corresponding to their General English level on exiting the college. Details are available via the Exam Officer, the student noticeboards, and regular information that is provided by the teachers during class preparation.

The Exam Officer is responsible for enrolling all students for the appropriate level of the examination and subsequently informing students when the results are received in the college. A copy of these results transcripts are then kept on file within the college.

Social and Cultural programmes

Aims of the Social and Cultural Programme

The cross-cultural aspect of the Student experience is particularly important at The English Language School at IBAT Dublin.

Those students who attend the college on short-term programmes also have access to a broad range of afternoon and evening activities designed to make their time in Ireland as enjoyable as possible. All IBAT English Language School students are included in, and actively encouraged to participate in, the activities organised by the Social Programme Coordinator.

Social Activities include, but are not limited to, the following:

- Visits to art galleries and museums
- Visits to towns and cities with interesting cultural and historical attractions
- Monthly trips to main tourist attractions around Dublin or to more remote places in Ireland
- Occasion parties in a local pub/nightclub
- Tours to local historical and scenic spots
- Irish culture workshops
- Speaking and pronunciation classes
- Grammar workshops
- Job interview/CV & cover letter workshops
- TIE exam workshops
- Book Club event organised by the College Library

Schedule of Events

A full schedule of events is posted around the College in students' areas and on notice boards in corridors, and each classroom. The IBAT Dublin Facebook page and Instagram are also updated regularly to inform students of upcoming events.

The Social Programme Coordinator liaises with the teachers and the students to introduce new activities/events to the calendar.

Student Feedback Policy

- [Student Feedback Policy](#)

Supporting documents

Student Satisfaction Survey Procedure (EL Academic Management SOP Ch. 8)

1. Purpose

This policy outlines the procedures for collecting, analyzing, and responding to student feedback to ensure continuous improvement in the quality of teaching,

learning, and overall student experience at IBAT College Dublin Language School. We believe that student feedback is essential for maintaining high standards and fostering a learner-centred environment.

Feedback is gathered on an ongoing basis through both formal and informal channels to support continuous quality enhancement.

2. Principles

- Regularity: Student feedback will be collected regularly to provide ongoing insights into the student experience.
- Anonymity and Confidentiality: Student responses will be treated with anonymity and confidentiality to encourage honest and open feedback.
- Transparency: The feedback process and the use of feedback data will be transparent to both students and staff.
- Action-Oriented: Feedback will be used to inform action plans for improvement at the teacher, program, and institutional levels.
- Respectful Dialogue: The feedback process will promote respectful and constructive dialogue between students and staff.

3. Feedback Mechanisms

Student feedback will be primarily collected through bi-monthly surveys, administered approximately six times per academic year. These surveys will gather feedback on various aspects of the student experience, including:

- Lessons and teaching quality
- Teacher performance
- Course content and materials
- Level tests and assessment
- Availability and effectiveness of extra support services
- School facilities and resources
- Overall satisfaction

In addition to formal surveys, informal feedback is encouraged on an ongoing basis. Students may raise concerns, suggestions, or requests for support with any member of staff, including teachers and academic management. Such feedback is treated confidentially and addressed as appropriate.

4. Use of Feedback Data

Student feedback data will be used for the following purposes:

- **Teacher Development:** To identify areas for individual teacher improvement and inform professional development activities.
- **Quantitative Satisfaction Indicator:** to measure overall student satisfaction and teacher performance and develop INSET programmes for the latter when survey data reports a need for it.
- **Curriculum Review and Development:** To evaluate the effectiveness of the curriculum and make necessary adjustments.
- **programmeImprovement:** To improve the overall quality of programs and services offered by the school.
- **Institutional Planning:** To inform strategic planning and decision-making at the institutional level.

Academic staff, including teachers and academic management, play an active role in responding to feedback and implementing improvements at classroom and programme level.

Feedback data also contributes to Self-Evaluation Reports (SER), annual planning processes, and the identification of issues requiring immediate action.

5. Confidentiality and Data Protection

All student feedback data will be treated with strict confidentiality and in accordance with relevant data protection legislation. Access to raw data and individual teacher reports will be restricted to authorized personnel (e.g. academic managers, DoS).

6. Policy Review

This policy will be reviewed annually or as needed to ensure its effectiveness and relevance.

This policy establishes a clear, formal, and robust system for gathering and using student feedback, demonstrating a commitment to continuous improvement and a learner-centred approach. It also addresses the practical procedures for administering the surveys and handling the resulting data.

Student Complaints & Appeals

Student Complaints

A complaint from a student refers to any dispute other than one regarding assessment. Any such complaint should not be referred externally unless, and until, the internal processes of the College have been exhausted. The only exception to this is the case where internal processes have become overly protracted.

Complaints procedure

IBAT Dublin complaints procedure applies to all formal complaints and is described in detail in the College Quality Assurance Handbook, Section 7.15 and depicted in Figure 7.1 .

Complaints made anonymously will not normally be investigated.

IBAT Dublin provides a clear three-stage procedure for learners to complain to the College about the level of service or treatment which may have fallen short of what might reasonably be expected from the College.

All complaints are treated confidentially. The complainant, together with any friend or representative, is also required to observe confidentiality in respect of the complaint.

Learners shall not be disadvantaged for lodging a complaint in good faith. However, if a complaint is found to be malicious, the complainant may be subject to the College's disciplinary procedure.

Stage 1: Informal Procedure

This is the informal stage for complaint resolution. Complainants are expected to make every effort to resolve locally and informally an issue of concern.

The complainant describes the nature of the complaint to the relevant Programme Administration Manager or Student Affairs Coordinator, depending on the nature of the complaint.

The Programme Administration Manager or Student Affairs Coordinator explains the complaints process to the learner and determines who best should consider the complaint and then notifies The Academic Director for English, the Head of School, Programme Director or a senior manager as appropriate.

Where possible, the issue should be resolved informally between the individuals concerned, normally within fifteen days, and any outcome communicated to the complainant and recorded on the appropriate Learner Management System.

Where a resolution is not possible, or where the complainant feels it is not appropriate, the learner may proceed to Stage 2.

Stage 2: Formal Procedure

This is the formal stage for complaint investigation.

A learner may make a formal complaint if they are not satisfied with the outcome of the informal process, or where the nature of the complaint is deemed serious enough to progress to Stage 2 immediately. Where an informal process has been attempted, the complainant must initiate Stage 2 within 15 days of the outcome of the informal process.

The learner must make the complaint in writing on the IBAT Dublin Complaint Form (F7.1 QAH IBAT) and address it for the attention of the Registrar.

The Registrar or nominee acknowledges receipt of the complaint, normally within five working days, and determines if the complaint is within the remit of the complaints procedure. At this stage, the Registrar or nominee may meet with the complainant to clarify the nature of the complaint, or gather further information prior to any investigation.

The outcome of the deliberation is communicated to the complainant, normally within 21 working days.

If the complainant remains dissatisfied, they are then advised to progress to Stage 3.

Stage 3: Appeal against the Outcome of the Complaints Process

This stage provides an opportunity for review of the Stage 2 outcome, where the complainant requests a review of the outcome of their complaint.

The complainant may appeal the outcome of the complaints process in the following circumstances:

1. Where there was substantial irregularity in how the process was conducted.
2. Where relevant information has come to light, or was overlooked, that would have changed the outcome of the process.
3. Where the decision reached was unreasonable or perverse.

The complainant must appeal within 10 working days of notification of the outcome of the complaints process. The appeal is made in writing to the Managing Director (MD), citing one of the three grounds above. The College Academic Director considers the appeal and, if there are adequate grounds, convenes an ad hoc group, normally comprising the Managing Director, one other member of staff and one external independent member. The group hears the appeal and makes a final judgement – this process will normally take 15 days after which time the Managing Director

notifies the complainant of the outcome. In cases where the Managing Director was involved in an earlier stage, the Dean.

There is no further basis for appeal within the College.

Stage 4: Formal Complaint to the Awarding Body

Any learner enrolled on a programme delivered by IBAT Dublin may, where applicable, pursue a complaint directly with the awarding body (e.g. QQI for QQI awards, ACELS for English Language). The awarding body will first determine if the learner has exhausted the College's formal procedures. If this is the case, the complaint will be considered by the awarding body.

Management of Resources/Facilities

Classrooms

IBAT Dublin is committed to the ongoing development of The English Language School. English Language Students have their own dedicated classroom area. The Director of Studies liaises with the Centre Manager, who is responsible for room scheduling to ensure consistency in scheduling.

Noticeboards

The noticeboard is an important point of contact for students. Noticeboards are located in corridors, students' areas, and in each classroom.

The noticeboard will contain information on the following:

- Exit Exams
- Key Policies
- Social Programme
- students' class work
- educational posters

- Student Handbook online access (QR code)
- Services offered, like counselling, and assisted study
- Health and Safety regulations and information
- Courses and promotions
- Academic calendar
- WiFi access information

Facebook/Instagram

The English Language School has its own dedicated Facebook and Instagram page. This is managed by the marketing function at IBAT Dublin. This is designed to provide a social forum for student interaction outside of the classroom. In addition, both the School and students can post updates and information relating to everyday life studying at IBAT Dublin.

Library

The role of the Library Services is to provide information services to support the learning and research of all our students and faculty. There is a full-time qualified library assistant in the Frederick Street campus to support the library services.

Opening Hours are available at reception and on the Library door.

IBAT Dublin Library Objectives

- Identify and provide access to the learning resource services required to support the learning, teaching and research activities of the College
- Manage those resources efficiently, effectively and economically
- Maintain effective links with staff of the College in order to understand and, where necessary, respond to changes in education, approaches to learning and corporate policy

The Library and Information facilities in IBAT Dublin cater to the academic and research requirements of all learners and lecturers at all levels of education within the College. All of the electronic resources are available off campus, 24 hours a day from anywhere in the world. The Library Catalogue, e-books and databases can also be searched via handheld mobile devices. Wireless access is provided throughout the campus building for learners' and staff convenience.

The Library collections comprise:

- Print Texts
- Print Journals
- E-Journal
- E-books
- Online Databases
- An extra webpage with self-study links for further study.

Library Materials

In order to maximise access to library materials, all texts are subject to a range of lending periods. Reference-only copies of key texts are also available. Users can access their library accounts online via the Library Resource Page through their Moodle page. This allows them to search the library catalogue, access online databases and reserve books online. All of the Library's e-resources may be accessed both on and off campus. Many e-resources can also be searched on handheld devices.

Facilities for self-study

Students registered for a General English Course at The English Language School are encouraged to use this resource.

Students have access to alternative/additional course books, graded readers, multi-level vocabulary and grammar self-access resources, pronunciation books, in the college library.

IT Labs

The College has two IT labs available to learners with a total capacity of 53 desktop computers.

A broad range of software applications and development platforms are installed on each computer to support the teaching of learners and their assessment requirements.

Examples of the software available to teachers and learners includes:

- MS Office 365
- Adobe Design Premium
- PowerBI
- Tableau
- RapidMiner
- MySQLWorkbench
- Python

Informational technology resources

The College has several IT Labs to support teaching provision which includes Frederick Street x 1 (capacity 15). All teaching rooms are equipped with a Desktop PC/Laptop with a Projector or Smart TV all with multimedia and sound facilities as well as internet access.

IT facilities for teachers include designated computers in the teacher rooms and a number of hot desks areas. Access to computing/printing facilities is available within the teacher's rooms and hot desk areas. There is also wireless connectivity throughout the building to facilitate teachers who prefer to use their own laptops.

Students may use the computer lab facilities when not scheduled for classes. There are also open access areas in the basement of the Wellington Quay campus and 2nd Floor in the Frederick Street campus which include a number of computers. Access

to other computing/printing facilities for students is available in the library, plus there is wireless connectivity to facilitate students who prefer to use their own laptops or smart devices. Print management software allows students to top-up their printing account for use on a 'pay as you print' basis.

Coffee Dock

While the campus is situated in a busy area of the city centre, there is also access to a student canteen. Students have access to a Coffee Dock with kitchen facilities. These are resourced with fridges, microwaves, and a selection of vending machines. The college also has arrangements for student and staff reductions in local coffee shops.

Bathroom Facilities

Within the Frederick Street campus, toilets are found on floors zero to five. This includes access to disabled services on each floor. Shower facilities are located on the fifth floor.

A log pertaining to the cleaning schedule can be located at Reception in each building.

Identifying Gaps

IBAT Dublin is committed to the ongoing assessment of both staff and student requirements in terms of the development and provision of resources.

Student and staff reps.

[Safety representative](#)

Data Protection

Supporting documents

[IBAT Privacy Policy](#)

[Data Protection, Record Management Policy](#) (IEMAS 2026. ap 6. Associated Policies ap 1.9)

[Data Retention Policy](#) (IEMAS 2026. ap 6. Associated Policies ap 1. 10)

[GDPR IBAT & YOU - BrightHR](#)

Data Protection is the safeguarding of privacy rights of individuals in relation to the processing of personal data. Data Protection legislation regulates the collection, processing, keeping and disclosure of personal data and to give individuals access to their data. IBAT respects the privacy and Data Protection rights of its students, staff and other persons it holds data of by complying with its obligations under such legislation. The following are the current legislation governing data protection and the processing of Personal Data:

- The Data Protection Act 1998 (The Principal Act)
- The Data Protection (Amendment) Act 2003
- The Data Protection Bill 2017, and any subsequent published Act
- The General Data Protection Regulation (GDPR) May 2018
- ePrivacy Directive May 2018

Legislation sets out the rules about the way in which personal and sensitive personal data is collected, accessed, used and disclosed. Individuals have the right to access their personal data on request and the right to have their personal data amended if found to be incorrect.

This policy states IBAT's policy for compliance with Data Protection legislation. EL Academic Management SOP Ch. 3 is a glossary of terms to assist explaining terms contained in the legislation.

IBAT College is a Data Controller with certain staff acting as data processors. The Registrar is the main point of contact within the college for data subjects (staff, students and the general public).

Current Data Protection legislation will be superseded by the General Data Protection Regulation (GDPR) from 25th May 2018.

The GDPR defines personal data as:

Any information relating to an individual, whether it relates to his or her private, professional or public life. It can be anything from a name, a photo, an email address, and bank details, your posts on social networking websites, your medical information, or your computer's IP address.

The GDPR defines special category data (previously known as sensitive personal data) as:

racial or ethnic origin; political opinions; religious or philosophical beliefs; trade union membership; data concerning health or sex life and sexual orientation; genetic data; biometric data were processed to uniquely identify a person.

Some of the key changes in the GDPR are listed below:

- Change to the definition of consent – Must be 'unambiguous' so no opt-outs or pre-ticked boxes, this includes sending of marketing such as newsletters to alumni. Consent must also be obtained for each distinct use of an individual's data (you can no longer package together multiple uses), and must be able to be withdrawn easily.
- Consent must be unambiguous, freely given, specific and the data subjects should be informed for each purpose for which the data is being processed, especially if the purposes evolve over time.
- 'Explicit' consent must be received for transferring personal data outside the European

- Economic Area (EEA) and specific safeguards need to be in place to facilitate such transfers.
- Privacy notices must be provided and must contain specific information, including details of retention periods and the legal basis for processing.
- Data breaches must be reported to the Information Commissioner within 72 hours.

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- Data Protection Impact Assessments (risk assessments) must be completed for all new high risk processing e.g. anything with sensitive data such as health related information that identifies living people.
- Profiling requires consent e.g. Learning Analytics. This refers to use of so called 'big data' and using information to predict behaviours.
- The time limit for providing access to an individual's personal data changes from 40 days to 30 days (with an extension possible in some specific cases).
- Data processors (companies or individuals providing processing of personal data on behalf of a data controller) will be liable for their actions i.e. capable of being fined as well as the data controller, contracts should reflect these new responsibilities.
- Data controllers are required to document how they are compliant with the Regulation. Part of this requires the creation of a register of personal data assets held, showing what personal
- data is collected, how it is used, how it is secured, whether it is shared and how long it is retained.
- Under the GDPR, data subjects will have the right to withdraw their consent at any time.
- Mechanisms should, therefore, be in place to ensure that the process is both simple and effective, they should also be informed of this right prior to giving their consent.

- The GDPR largely preserves the current Data Protection Acts with regard to overseas transfer of personal data, for example, prohibiting transfers of personal data outside of the EEA unless certain conditions are met (adequacy).
- Introduced the role of the Data Protection Officer (DPO) under Article 37, an independent and leadership role responsible for overseeing data protection strategy and implementation to ensure compliance. Article 39 outlines DPOs responsibilities.

6. HR Policies

HR Policies Overview

Overview

The Managing Director of IBAT Dublin considers the quality of its staff to be an important factor central to the organisation's long-term success. This includes the Institute's capacity to attract, develop and retain management and staff with the necessary talent and expertise required to support the continuing academic and commercial development of a successful organisation.

IBAT Dublin is committed to the timely selection of employees in a consistent and professional manner throughout the organisation irrespective of age, race, gender or disability. The college strives to ensure provision of job satisfaction, professional development, career advancement and fair financial reward within a progressive educational environment.

HR Oversight – The English Language School at IBAT Dublin

The School MD is responsible for the full and transparent application of all HR policies within The English Language School at IBAT Dublin. The Director of Studies will be responsible for maintaining staff files (both hard and soft copy) in a secure and confidential manner. S/he will be supported in the role by the College Registrar, Centre Manager and HR Manager.

Recruitment, Selection and Appointment of Staff – IBAT Dublin

The decision to recruit an employee is made in response to an identified need within the company. The needs of the organisation are reviewed annually as part of the business planning process. The Director chairs and leads the annual business review, which involves all members of staff.

In compliance with relevant employment legislation, when the need for a new employee is identified, a job analysis, job description and person specification are produced. A job analysis is performed to clarify the duties, responsibilities and other job demands of each role. It helps to identify the ideal employee profile to satisfy the needs of the organisation. The job description outlines the goals and objectives of the job, including the main activities and reporting relationships involved in its performance.

The job description is sufficiently flexible to allow the roles, tasks and responsibilities to evolve. The person specification sets out the requirements of the job in terms of qualifications, personal skills, and experience.

Selection procedures will commence at this stage. The position will be advertised internally and applications from internal candidates will be considered. If a suitable internal candidate is not identified, an external hiring strategy is formulated. Other internal candidates may still apply for an open position and their applications may be considered until a hiring decision has been reached.

All CV's based on the job criteria will be reviewed to identify potentially suitable candidates. Existing staff linkages to universities and extensive peer networks will be examined to identify potential candidates. The use of appropriate media advertising or engagement of employment agencies will be considered at this time.

Interview process

The job interview is the primary selection method used to assess candidates' suitability for a particular post. Interviews must be conducted in a professional manner, in a fair and consistent fashion. It is an expectation of all interviewers that they be adequately prepared for the interview process. This requires the interviewer to know the specification for the job they are interviewing for, and to act as an ambassador for the Institute at all times. The use of clear interview notes on each candidate is an absolute requirement.

Qualifications Check, Offer Process and Contracts

When a suitable candidate is identified, the following procedures must be followed prior to an offer being extended:

- Professional references, including phone numbers of suitable referees, will be obtained from the candidate (peer and written references are unsuitable)
- A salary must be determined by senior staff/HR Manager.

When a suitable candidate is identified and when all of the pre-hire activities have been completed satisfactorily, an Offer of Employment will be extended verbally to the successful candidate by the Direct Manager.

A formal Letter of Offer, including the Statement of Terms and Conditions of Employment, will be sent to the successful candidate within forty-eight hours. The candidate must respond in writing within seven days of receipt of the offer. The offer may be withdrawn if the candidate does not meet this requirement.

Successful candidate files should contain the following data:

- Candidates most recent CV, copies of qualifications (role specific)
- All Interview Notes
- Completed and signed offer documentation

English Language Teachers at IBAT Dublin – Minimum Qualifications

For the purpose of employment with The English Language School at IBAT Dublin, Teachers of English as a Second Language must hold the following qualification as a minimum requirement:

- A Level 7 qualification, normally an Ordinary Bachelor degree
- A Teacher of English as a Foreign Language (TEFL) certificate which meets the Accreditation and Coordination of English Language Services (ACELS/TrustEd) standard

Copies of original certification must be supplied to the Director of Studies in advance of the commencement date for employment.

Recruitment Policy - EL Academic Staff

[Recruitment & Selection Academic staff](#)

Supporting documentation

[Qualification Requirements](#) (aligned with ELE Code)

Recruitment Policy and Process (EL Academic Management SOP Ch. 6)

Introduction

IBAT Dublin recognizes the critical role of English language teachers in delivering high-quality language education to our students. This policy outlines the policy and procedures for recruiting qualified and competent English language teachers to ensure the continued excellence of our language programs.

Policy Statement

All recruitment and selection activities will be carried out in a fair, consistent, effective and professional manner. An effective recruitment process contributes directly to the continuing success of the organisation and in addition. Financial approval for the establishment of a new post or the filling of a vacancy must be obtained from Senior Management before recruitment commences.

The organisation is committed to applying its Equality, Diversity and Inclusion policy at all stages of recruitment and selection. Shortlisting, interviewing and selection will always be carried out without regard to sex, gender identity, sexual orientation, marital status, colour, race, nationality, ethnic or national origins, religion or belief, age or trade union membership, unless lawfully allowed for certain specific posts.

Appointments will be made in accordance with the policy and will, therefore, be subject to advertisement and interview, the receipt of: at least 2 written references;

proof of eligibility to work in Ireland; documentary proof of qualifications and where appropriate a criminal record check.

All academic staff recruitment aligns with ELE Code requirements and organisational quality standards.

Recruitment Objectives

- To attract highly skilled and experienced English language teachers who have at least an NFQ level 7 bachelor's degree and suitable teaching certificate, such as CELTA, Cert TESOL, or equivalent, i.e. at least 120 hours of input sessions on language analysis and teaching methodology and at least 6 hours of observed and assessed teaching practice
- To maintain diversity and inclusivity in our teaching staff
- To adhere to all legal requirements and regulations governing recruitment practices

Recruitment Process

Job Posting:

- The hiring committee will create a detailed job description outlining the qualifications, responsibilities, and expectations for the position of English language teacher.
- The job posting will be disseminated through various channels, including our organization's website, professional networks, job boards, and social media platforms.

Application Review:

- The hiring committee, consisting of members of the Academic Management Team, will review received applications to ensure they meet the minimum qualifications and requirements outlined in the job description

- Applications that meet the criteria will be forwarded to the next stage

Screening and Interview:

- The hiring committee will conduct initial screenings of candidates based on their qualifications, experience, and suitability for the position.
- Shortlisted candidates will be invited for interviews, which may include a combination of in-person, virtual, or panel interviews. Interviews will be structured with pre-determined questions and scoring rubrics will be used.
- During the interview process, candidates will be assessed on their teaching abilities, communication skills, subject knowledge, and alignment with the organization's values.

Reference Checks:

- The hiring committee will conduct thorough reference checks for final candidates to verify their employment history, qualifications, and professional conduct.
- References may include previous employers, academic institutions, and professional colleagues.

Assessment and Selection:

- The hiring committee will assess each candidate based on their interview performance, reference checks, and overall fit for the position.
- Final selection decisions will be made collaboratively by the hiring committee, with input from relevant stakeholders, such as department heads or school administrators.

Offer and Negotiation:

- The hiring committee will extend job offers to successful candidates, detailing the terms and conditions of employment, including salary, benefits, and start date.
- Negotiations, if necessary, will be conducted in a transparent and fair manner, with the goal of reaching mutually agreeable terms.

Compliance and Documentation:

- Throughout the recruitment process, the hiring committee will ensure compliance with all applicable laws, regulations, and organizational policies.
- Comprehensive documentation will be maintained for all recruitment activities, including job postings, applications, qualification certificates and Naric equivalency states (where relevant) interview notes, reference checks, and offer letters.
- Qualifications are verified and recorded prior to teaching allocation.

Equal Opportunity and Diversity:

IBAT Dublin operates a transparent application process and takes a holistic approach to student applications with due regard to the Equal Status Act 2000 and Disability Act 2005.

The institution maintains a policy of non-discrimination towards all applicants and learners. The purpose of the equality/diversity policy is to enhance a place of learning that provides for equal opportunities for all current, future and potential staff and students and where their dignity is protected and respected at all times.

IBAT Dublin is an internationalised campus which values and promotes intercultural diversity, multiculturalism, and social integration. It supports an enriched international education experience for all members and stakeholders. It regards equality as a critical component of quality assurance, which is aimed at improving

the quality of education, academic, and support services provided, while ensuring the maintenance of academic standards.

All College staff and students are responsible for ensuring that they comply with this policy, and that the equal opportunities principles are respected across IBAT Dublin.

The College acknowledges its responsibilities and duties as an employer, and as an academic service provider, under the Employment Equality Acts 1998-2015, and therefore does not unlawfully discriminate on nine grounds, including gender, civil (marital) status, family status, sexual orientation, religion, age, disability, race or membership of the Traveller community.

IBAT Dublin's specific commitment to educational equality includes:

- promoting equality of access to all education programmes in the College and, in particular, access by socio-economically challenged individuals, by those who have a disability and by people from sections of society significantly underrepresented in the student body
- continuing to develop, through the provision of appropriate support mechanisms, optimum individual educational attainment, as measured by completion rates, examination performance and progression
- supporting the implementation of the Disability Act 2005 across the College, and ensuring all reasonable access requests are considered
- promoting equality in the treatment of students in interactions with College staff, within the student body, in the conduct of assessments, and in the provision of academic and support services
- promoting equality of participation in positions of leadership and responsibility within the student body (e.g. class representatives).

Where appropriate staff and learners may request access to a quiet, reflective space where they can practise private worship.

IBAT Dublin is a member of the Association for Higher Education Access & Disability (AHEAD) and The Irish Council for International Students (ICOS).

Continuous Improvement:

Feedback from stakeholders, including hiring managers, and candidates will be solicited to identify areas for improvement in the recruitment process.

Regular review and evaluation of recruitment procedures will be conducted to enhance efficiency, effectiveness, and candidate experience

Communication:

Clear and timely communication will be maintained with candidates throughout the recruitment process, keeping them informed of their status and next steps.

Recruitment Approval Process

A key part of the recruitment planning process is to consider firstly whether there is a requirement for a post and if there is, to make a case for the recruitment to it. This applies equally whether considering filling a vacant post or recruiting to a new post.

The occurrence of a vacancy is an opportunity to review the necessity for the post and its duties, responsibilities and salary. Where the duties of a post have changed significantly, managers must get confirmation from the HR department the appropriate salary for the post and, where an increase is warranted, financial approval must be obtained.

Conclusion:

IBAT Dublin is committed to recruiting and retaining exceptional English language teachers who will contribute to the success of our language programs and the academic growth of our students. By adhering to the policies and procedures

outlined in this document, we aim to ensure a fair, transparent, and merit-based recruitment process.

Minimum Requirements for ELE Teachers and Academic Managers

1. ELE Teachers

As per IEM Code of Practice EL Academic Management SOP Ch. 4, all ELE teachers must comply with the following requirements.

1.1. Teachers of ELE employed at ELE providers on a year-round basis must hold, as a minimum, a major award at Level 7 on the National Framework of Qualifications (NFQ) or equivalent.

1.2. ELE teachers employed at ELE providers on a year-round basis must have successfully completed one of the following teacher training programmes:

(a) An English language teacher training/education programme leading to an award at a minimum of Level 6 on the NFQ or equivalent, consisting of a minimum of:

- 120 contact training hours;
- 6 (60-minute) hours of observed and assessed teaching practice with ELE students at 2-3 distinct CEFR levels;
- 4 (60-minute) hours of observation of experienced teachers at distinct levels, a minimum of 50% of which must be live lessons with ELE learners.

(b) Teacher training without 120 contact hours or teaching practice. Providers must offer additional training, including:

- Classroom management, lesson planning, language analysis, phonology, etc.
- 3 hours of observed teaching practice with ELE learners at 2 CEFR levels.

- 3 hours of live observations of experienced teachers at 2 CEFR levels.

(c) Non-English language teacher training programme matching the criteria in (a). Providers must verify the qualification and justify recruitment.

(d) Non-English language teacher training without teaching practice or observation. Providers must justify recruitment and offer training as per (b).

Award validated by QQI or an internationally recognised awarding body.

1.3. Non-native ELE teachers must have a minimum English proficiency C1+ to C2 level. Verification Methods:

(a) English language proficiency award at C1+ to C2 level accredited by a national or internationally recognised awarding body.

(b) English language teacher training/education award at a minimum of Level 6 on the NFQ or equivalent (as per 1.2 (a)).

2. ELE Academic Managers

Academic managers employed at year-round and summer/short programme centres must meet the same requirements as teachers of ELE, as described above in 1.

2.1. Academic managers who have a teacher development role within the organisation, whether they are the only academic manager or one of a team of academic managers, must have successfully completed an English language teacher training/development programme at Level 9 on the NFQ or equivalent that meets one of the following descriptions:

(a) Includes assessed teaching practice, validated by QQI or equivalent.

(b) Without assessed teaching practice but must also complete one of the teacher training programmes in 1.2 (a)-(d).

2.2. Academic managers who do not have a teacher development role are not required to meet the requirements set out in 2.4 above.

2.3. Academic managers must have a minimum of 3 years' relevant ELT experience.

2.4. Non-native ELE academic managers must have a minimum English proficiency C1+ to C2 level. Verification Methods:

English language proficiency award at C1+ to C2 level accredited by a national or internationally recognised awarding body.

An English language teacher training award at Levels 6-9 on the NFQ or equivalent, as described in 1.2 (a) or 2.1 (a) above.

Recruitment and Selection Policy IBAT (non-academic)

[Recruitment & Selection Non-academic staff](#)

This organisation is an equal opportunity employer, and we appoint individuals solely on the basis of their suitability and future potential for the job. We recognise that our organisation's performance and growth is dependent on appointing and retaining the most suitably qualified candidate for every position, taking account of education, experience and expertise.

We are committed to equality of opportunity and operate our recruitment and selection procedure in full compliance with all legal requirements. At all times, applicants will be treated in a fair and consistent manner, and discrimination will not be tolerated in respect of age, gender, race, disability, family status, marital status, religion, sexual orientation or ethnicity.

Job Requirements

Only characteristics such as qualifications or experience essential to the performance of the role will be considered as job requirements. No position will be classified by reference to gender, marital or family status, sexual orientation, religious belief, age, disability, race or ethnicity.

Job Descriptions

Job descriptions will be reviewed on an annual basis, and where a vacancy arises, a review of the job description must be conducted before any recruitment can commence. All job descriptions must be signed off before the recruitment process proceeds.

Advertising

Advertising of all positions will be carried out both internally and externally. Such advertisements will at a minimum be placed on the company website and with a

preferred recruitment site, currently irishjobs.ie. On certain occasions the role being recruited may necessitate the advertisement of the position on another site, e.g. Indeed, LinkedIn etc.

All employees (including fixed-term employees) will be notified of any permanent positions that arise during their employment by e-mail.

Advertisements will make clear, both in wording and illustration, that the positions are open to all suitably qualified candidates, regardless of gender, marital or family status, sexual orientation, religious belief, age, disability, race or ethnicity.

Details of all available positions will be fully circulated so as to ensure access to all suitable applicants. This includes forwarding internal advertisements to employees on leave including maternity leave and parental leave. All advertisements will carry the statement "This company is an equal opportunities employer".

Screening

Screening will be carried out by matching details of applicants to the requirements of the job. The screening criteria will be applied consistently to all applicants. Records of the screening process will be retained for a period of one year by the appropriate Line Manager.

Testing

If it is necessary to use selection tests for a job, they will only relate to non-biased, genuine requirements of the job. Records of any testing undertaken will be retained for a period of one year.

Interviewing

The interviewing process will be carried out in the following way:

- No assumptions will be made on the grounds of gender, marital status, family status, sexual orientation, religious belief, age, disability, race or ethnicity
- Questions will relate to the requirements of the job as established in the Job description and the Person Specification;
- Interviews will be carried out by more than one person, and the interview panel will preferably comprise of different genders;
- Applicants will be assessed at the end of the interview process against pre-defined criteria;
- Interviewers will complete Interview Evaluation Forms for each candidate;
- Records of the interview process will be retained for a period of one year, including questions asked, answers given, any interview notes, and interview evaluation forms for all candidates.

Induction

A smooth and systematic orientation of new employees leads to a more positive integration into the company. When a new employee joins the company, they will immediately undergo induction training that will include details of their job responsibilities, training plan, work and safety instructions, dignity and respect, grievance and disciplinary procedures and general work guidelines about how the company operates.

Each manager is responsible to ensure that a new employee receives adequate support in their first weeks with the company.

Pre-employment Medicals

We reserve the right to refer a prospective employee to complete a medical assessment with a company-nominated occupational health specialist. This medical check is undertaken to determine whether an individual will be capable of undertaking the position they are being hired for, and to determine whether there

may be a requirement to provide special facilities to assist a person with a disability to take up employment with the organisation. The fact that an individual has any particular condition will not be automatic grounds not to employ, and every case will be dealt with on its own merits by HR in conjunction with the health professional.

We retain the right to refer employees for a medical examination should there be concern in relation to the employee's health or fitness to work throughout his/her employment.

Reference Checking

It is the policy of the organisation to collect two references for prospective employees after interviews have been held, and before making an appointment. Ideally, the references will be from the current/previous employer, and another employer. Where a candidate is unable to provide two employment-related referees, the organisation will, depending on circumstances, consider alternative references for the candidate, such as an academic reference, a client/customer reference, or a character reference.

Permission will be sought from the candidate prior to any referee being contacted.

Where the referee does not meet the organisation's normal requirements (i.e. not an employment-related reference, or the referee is a colleague rather than a line manager, or the referee is for an employment wholly unrelated to the new role), the organisation may ask the candidate to nominate another more suitable referee. If the candidate is unwilling or unable to do so, the matter will be referred to the senior management group (Managing Director, Registrar, Senior Director of Studies, Dean, Head of Sales & Partnerships, and HR Manager), where the issue will be dealt with on a case-by-case basis.

The organisation will contact referees over the telephone considering the role/responsibilities and attributes as conveyed in the job description. It will only consider taking written references from the candidate's previous employers where there is no other option.

If an unsatisfactory reference is received for a candidate, it will be noted and may result in your application not being progressed or further clarification being sought.

Academic Qualification Verification

It is the policy of the organisation to request candidates to provide evidence of their educational qualifications. Authentication of such documents may require the organisation to contact the awarding body.

Employment of Foreign Nationals

In order to meet our obligations under the Employment Permits Acts, 2003 and 2006, we will need to ask all prospective employees if they are legally entitled to work in the Republic of Ireland. The organisation will only employ workers who are legally entitled to work in Ireland, and all relevant foreign nationals will have to obtain appropriate employment permits as required by the Employment Permits Acts.

The organisation or the foreign national will apply for the permit, as appropriate. The company will carry out a labour market needs test prior to employing a non-EEA foreign national, where this is required. The organisation will keep appropriate records as prescribed by the Acts, including, where necessary, records of the number of EEA and non-EEA employees.

Records

The organisation will retain, for at least one year, all records arising through the recruitment process.

Internal Recruitment

In order to provide opportunities for career development, we will favourably consider employees for internal vacancies and promotional opportunities where possible. We believe that everyone should have the chance to increase their knowledge, skills, responsibility and earnings and we encourage you to seek out opportunities as they arise.

All employees will be aware of the promotional and career opportunities available to them from details circulated through email. Training and job experience needed for promotional opportunities will be open to all employees. Promotional decisions are based on the employee's experience, qualifications and overall suitability for the position as well as ongoing business requirements. Unsuccessful internal candidates will be given feedback so as to facilitate improvement.

No employee will be overlooked in relation to a promotion or experience opportunity because of their reluctance to apply or accept on a previous occasion. The process surrounding promotion will be free from discrimination.

The opportunity and responsibility for career advancement lies with an employee's initiative to seek out situations where their strong performance record and skills can be put to good use.

Training

All relevant staff, including those on fixed term/part-time contracts, will have equal access to training opportunities, whether training is relevant to current job, or to enhance promotional opportunities.

Employment of Relatives

As an equal opportunity employer, the company will consider applications from relatives and family members of current employees, as it would any other application. However, the company retains the right to ensure that close relatives shall not be permitted to work in a position or department, where it is deemed inappropriate, especially where one relative would directly or indirectly supervise another.

Canvassing of any applicant may result in that applicant not progressing further in the recruitment process.

Staff Induction Process

Supporting Documentation

[Staff Induction](#)

Academic Management – English Language Teachers

Timely and effective assimilation of new employees into the organisation is a priority. All new teachers are required to complete a documented IBAT general staff orientation process and a documented English Language teacher induction process [teacher manual and induction training programme]. The following are the primary components of the orientation program:

- Overview of safety requirements
- Introduction to the organisation including background, ethos, structures, strategies and plans
- Roles and responsibilities of academic and administration staff
- Academic approach, administration procedures and regulations
- Overview of the IT and Bright HR (annual leave records keeping tool) system -
- Overview of Weekly Lesson Logs/ Scheme of work, Lesson Plans Template, weekly Assessment and In-house Level Tests procedures and documentation
- Explanation of observation procedures and peer observation system
- Introduction to and full description of the syllabi and assessment procedures
- An overview of the learning paths provided by IBAT Dublin, along with the relevant exit examinations (TIE/IELTS)
- Overview of the In-House CPD programme
- Introduction to IBAT teaching resources

In the early weeks after a teacher joins, a member of the Academic management team will perform a scheduled observation of the new teacher in class. Prior to any such visit, the English Management team is available to new and existing teachers for support and advice should that be necessary.

Having completed the observation, there is a two-way feedback session where the DoS, ADoS or AEC can give constructive feedback to the teacher on how the session went.

Likewise, the teacher has the opportunity to discuss any issues that may have arisen, and both parties can agree on any assistance/support that is deemed necessary.

In the event that the observed session was adjudged not to have reached the required and expected standard, additional training will be provided and an agreed date for a second observation will be set.

Performance Management

Supporting documents:

[Employee Handbook](#) (EH)

[Disciplinary & Grievance Procedures](#) (EH p. 49)

EL Academic Staff Appraisal Policy

- [Performance Management](#)

Supporting documents:

[End of probation/appraisal invite email](#)

[End of Probation Performance Appraisal Form](#)

[Appraisal-Performance Review Form](#)

[GUS Performance Review \(Manager's Guide\)](#)

[Appraisal questions](#)

[Appraisals checklist](#)

This policy outlines the appraisal process for all IBAT English Language Teachers and Academic Management staff. The appraisal process aims to support staff development, review performance, achieve organizational goals, and facilitate career progression. It is managed through a user-friendly performance management system application. The system provides a structured and easy-to-use framework for managing appraisals. The Director of Studies will lead the annual appraisal process for English Language Teachers and academic management staff.

The appraisal process supports the review of role performance, achievement of goals and objectives, and implementation of staff development plans. It focuses on future goals, objectives and development plans in the context of evolving operational responsibilities and career progression.

1. Appraisal Schedule:

Formal appraisals are conducted annually for all staff. In addition, appraisals are conducted:

- At the end of the six-month probationary period.
- Before any salary review can be reviewed on the staff member's probationary anniversary.

2. Appraisal Process:

The appraisal process is conducted through the performance management system application and consists of the following stages:

- **Goal Setting:** On an annual basis, at a minimum, the College Director, in consultation with the senior management group, sets organizational goals. Line managers then establish individual SMART goals and objectives for each staff member, aligned with the organizational goals. These are based on the output of the College's business planning process.
- **Individual Development Plan (IDP):** An IDP is formulated, negotiated, approved, and implemented through the performance management application to support the achievement of individual goals.
- **Semi-Formal Reviews:** Semi-formal reviews are conducted through the application to track progress and make updates based on evolving business plans and objectives.
- **Formal Annual Appraisal:** A formal annual appraisal meeting is conducted, facilitated by the performance management application.

3. Appraisal Criteria:

The following criteria are considered during appraisals for both teaching and management staff, though the specific application may vary as detailed in the individual appraisal forms:

- **Quality of Work:** This includes class preparation and delivery, and the quality and completeness of documentation (e.g. lesson logs, schemes of work, attendance records, and weekly assessments).
- **Class Preparation and Delivery (Teachers):** This includes lesson planning, classroom management, and the use of appropriate methodologies.
- **Documentation:** Accurate and timely completion of required documentation (e.g., lesson logs, schemes of work, attendance lists, assessments, reports).
- **Contribution to College:** Involvement in college activities, initiatives, and committees.
- **Working Relationships:** Responsiveness, courtesy, and collaboration with staff, students, and stakeholders.
- **Attendance and Timekeeping:** Punctuality and adherence to work schedules.
- **Qualifications and Professional Development:** Relevant qualifications, ongoing professional development, and a commitment to continuous improvement.
- **Student Satisfaction (Teachers):** Feedback from student satisfaction surveys and other feedback mechanisms.
- **Initiative and Problem Solving:** Proactive identification and resolution of problems, and contribution of innovative ideas.
- **Human Resource Management (Management):** Effectiveness in staff selection, performance evaluation, and development.
- **Professionalism:** Adherence to the code of conduct, taking instructions, and general conduct.

4. Performance Management System

The appraisal process is managed through the performance management system application, which is used to record goals, development plans, review notes, and final appraisals.

5. Appraisal Forms:

Specific appraisal forms are used for different stages and staff roles:

- **End of Probation Appraisal Form:** This form is used for appraisals at 3, 6, and 9 months of employment, as well as at the 2-year mark. It focuses on core competencies and provides space for feedback, a personal development plan, and comments from both the staff member and the manager.
- **Yearly Appraisal Form (Teachers):** This form uses a rating scale (Outstanding Performance, Exceeds Requirements, Meets Requirements, Needs Improvement, Below Requirements) and focuses on specific performance objectives related to teaching effectiveness, student feedback, documentation, and professional development. It includes sections for action plans and personal development.
- **Yearly Appraisal Form (Academic Management):** This form also uses the same rating scale but focuses on performance objectives relevant to management responsibilities, such as administration, knowledge/quality of work, working relationships, decision-making, human resource management, professionalism, and contribution to the college. It also includes sections for action plans and personal development.

6. Appraisal Process and Documentation:

- Appraisal questions are sent to staff before the appraisal meeting to allow for preparation.
- All appraisal documentation (forms, action plans, feedback) is recorded in the performance management system application.
- HR reviews the final signed appraisal forms.

7. Use of Appraisal Data:

Appraisal data is used for:

- Providing individualized feedback and support to staff.
- Identifying areas for professional development and informing CPD planning.

- Contributing to salary reviews and promotion decisions.
- Ensuring the quality of teaching and management practices.

The appraisal process ensures alignment between individual performance, staff development, and organisational objectives.

8. Review of the Policy:

This policy will be reviewed annually or as needed to ensure its effectiveness and alignment with best practices.

For Non-academic staff available in IBAT EL IEMAS 2026 Supporting document EL Academic Management SOP Ch. 15. b. [Performance Review Policy and Sample - Non-academic Staff](#).

HR Records

All HR records in respect of English Language Teachers and Administrative staff will be held securely by the Director of Studies.

IBAT Dublin will hold on file the following documentation for all English Language Teachers:

- Job Description
- CV
- References
- Copies of relevant certification and relevant CPD documentation
- Contract
- Appraisals
- Observation Records (where applicable)
- Medical certificates
- Student satisfaction survey feedback
- Identity document and visa (where applicable)
- Payment details form

Staff Conduct

IBAT Dublin requires a minimum level of conduct from staff, in line with the standards set in terms of customer service and pastoral care of our students.

Staff are required to conduct themselves in a professional manner and act as representatives of the school at all times during IBAT activity.

Staff must be sensitive to cultural differences and cultural needs of IBAT students who may come from very varied cultural and religious backgrounds. All IBAT staff and students should feel that their culture and beliefs are respected equally at all times.

Staff are forbidden to consume alcohol or controlled substances during work hours.

Staff must arrive for work in good time, well-presented, well-rested and prepared for the professional performance of their duties. They must arrive in class in time to begin lessons, fully prepared with all necessary materials. Staff should be unhurried and unflustered in their demeanour and should not leave the classroom for any reason other than to access toilet facilities or in case of an emergency (fire or medical issue).

Teachers should be in the staffroom by 8.45 am and should be on their way to class by 8.55am for a 9 am start. The similar timings apply for afternoon lessons, i.e. leaving the staffroom with sufficient time to be in class prior to the start of the lesson.

Students should be strongly encouraged to arrive in time for class; they may not be permitted into class 15 minutes after the scheduled start time. This is at the discretion of the teacher to judge whether or not they may interrupt an activity or test.

Any transgression of the rules by staff/teachers will result in disciplinary measures being applied. Typically, a three-stage process is involved for substantive breaches: three warnings, two verbal and one written followed by dismissal for further breaches.

Lateness, unprofessional conduct and failure to maintain required records (attendance, logs, etc.) will not be tolerated and will result in disciplinary action.

7. Sales, Marketing and Information Provision

Supporting documents

[English Courses IBAT website](#)

[Local Renewal Price List](#)

[Offshore EL Price List](#)

[Application Form](#) for renewal and overseas students

[EL Brochure](#)

Agent management policy

Ethical marketing (London Statement alignment)

Social Calendar Example (pp. 217, ELE IEMAS IBAT 2025-2026)

IBAT Partnership Agreement Template (EL Academic Management SOP Ch. 29)

Marketing and Information Management

IBAT College Dublin is committed to ensuring that all marketing, promotional, and recruitment information is clear, accurate, transparent, accessible, and regularly reviewed. Information provided to prospective learners, recruitment partners, and other stakeholders is designed to support informed decision-making and reflects the institution's approved programmes, policies, and services.

Programme information, entry requirements, fees, schedules, intended learning outcomes, progression pathways, and institutional policies are published on the IBAT website and associated digital platforms. Information is reviewed regularly to ensure consistency, accuracy, and alignment with approved programme documentation and current regulatory requirements.

Marketing and promotional materials, including brochures, advertisements, social media content, and recruitment communications, are aligned with institutional policies and approved programme information. IBAT ensures that all

representations of programmes, facilities, learner supports, and services are accurate and do not contain misleading or exaggerated claims.

The institution maintains multiple communication channels to support prospective and enrolled learners, including:

- the IBAT website,
- email communication,
- virtual and face-to-face consultations,
- printed and digital brochures,
- recruitment partner networks,
- and social media platforms.

Course specialists, admissions staff, and recruitment personnel provide guidance to prospective learners regarding programme content, schedules, fees, learner supports, progression opportunities, and admissions procedures. Information is communicated in an accessible and learner-friendly format to support international learners in making informed decisions prior to enrolment.

IBAT regularly reviews stakeholder information needs through:

- learner feedback,
- admissions and enquiry trends,
- recruitment partner engagement,
- market research,
- website analytics,
- and sectoral developments.

This information informs ongoing updates to marketing materials, FAQs, recruitment guidance, and programme information.

Accessibility and Transparency of Information

IBAT ensures that all prospective learners have access to comprehensive information relating to:

- programme structure and delivery,
- intended learning outcomes,
- CEFR alignment,
- assessment and exit examination requirements,
- entry requirements,
- fees and additional costs,
- progression opportunities,
- learner supports,
- complaints procedures,
- and visa and immigration considerations.

Programme documentation, including syllabi, student handbooks, brochures, and website content, is designed to support accessibility across devices and assistive technologies where applicable.

International learners are advised to consult the official Irish immigration authorities regarding visa and immigration requirements. IBAT provides general guidance and directs learners to official government resources for the most current information.

Information regarding Protection for Enrolled Learners (PEL) arrangements is published on the IBAT website and included in programme documentation in accordance with statutory requirements.

Exit Examination Information

Learners are informed during the enrolment process of the English language proficiency examination requirements associated with their programme and, where applicable, immigration permissions.

The Exam Officer provides guidance regarding recognised exit examinations, including:

- Test of Interactive English (TIE)
- International English Language Testing System (IELTS)

Information relating to examination formats, registration procedures, CEFR alignment, and recognition is included in programme documentation and learner guidance materials.

Institutional Information and Recognition

IBAT College Dublin operates under the quality assurance framework required by national legislation and Quality and Qualifications Ireland (QQI).

IBAT Dublin is:

- a QQI-validated provider,
- listed on the Interim List of Eligible Programmes (ILEP),
- and maintains Protection for Enrolled Learners arrangements in accordance with statutory requirements.

IBAT only displays accreditation logos, quality marks, and recognition seals for organisations for which it holds formal recognition and authorisation.

Learner Services Information

Information provided to prospective learners includes details of:

- academic support services,
- learner support services,
- accommodation guidance,
- social and cultural programmes,
- IT and library facilities,

- career services,
- and complaints and grievance procedures.

Students receive additional information during orientation and through the Student Handbook.

Where accommodation support is required, IBAT utilises third-party accommodation providers and provides guidance to learners accordingly.

IBAT also provides general information regarding the linguistic and cultural diversity of the learner population to support realistic learner expectations and informed decision-making.

Contact Information for Prospective Learners

Contact details for relevant staff members are available on the IBAT website to support prospective learners prior to enrolment.

These include contacts within:

- Admissions,
- International Sales,
- Student Services,
- Career Services,
- and Academic Administration.

Recruitment Partners and Educational Agents

Supporting Documents

- English Courses IBAT website
- Local Renewal Price List
- Offshore English Language Price List
- English Language Brochure
- IBAT Partnership Agreement Template (EL Academic Management SOP Ch. 29)

IBAT Dublin works with recruitment partners and educational agents in accordance with institutional procedures, ethical recruitment principles, and the principles of the London Statement.

All recruitment partners undergo a formal due diligence and approval process prior to entering into a contractual agreement with the institution.

Due Diligence and Approval Procedures

The onboarding and approval of recruitment partners is coordinated by the Head of Sales and Partnerships in collaboration with the Registrar.

Prospective recruitment partners are required to complete a structured onboarding process through the Agent Application Area (AAA). This process includes:

- submission of institutional references,
- completion of self-declaration documentation,
- verification of company ownership and authorised representatives,
- and review of recruitment practices and prior institutional relationships.

References are reviewed to assess the prospective partner's experience, ethical conduct, institutional relationships, and suitability for representing IBAT Dublin.

The Registrar oversees validation and due diligence checks prior to progression to the contracting stage.

Contractual Arrangements

IBAT Dublin maintains formal written agreements with all approved recruitment partners and educational agents.

Contracts include:

- defined responsibilities,
- compliance obligations,
- ethical recruitment expectations,
- adherence to the principles of the London Statement,
- data protection requirements,
- termination clauses,
- and conditions relating to the accurate representation of IBAT programmes and services.

Only approved institutional contract templates are used.

Contracts are reviewed and renewed periodically in accordance with institutional procedures.

Monitoring and Review of Recruitment Partners

IBAT monitors recruitment partner activity on an ongoing basis through:

- application trends,
- learner feedback,
- visa success rates,
- admissions compliance checks,
- and review of recruitment practices.

Concerns relating to document integrity, learner welfare, marketing conduct, or ethical recruitment practices are reviewed by Academic and Commercial Management.

IBAT reserves the right to suspend or terminate partnerships where standards are not maintained.

Formal review of recruitment partner activity is conducted at least every two years.

Training and Information for Recruitment Partners

Approved recruitment partners are provided with:

- up-to-date programme information,
- marketing materials,
- admissions guidance,
- fee information,
- compliance updates,
- and training relating to IBAT procedures and systems.

Partners receive access to the Agent Application Area (AAA), which serves as a centralised platform for:

- application submission,
- application tracking,
- document management,
- and access to approved institutional resources.

IBAT conducts periodic training and refresher sessions to ensure recruitment partners represent the institution accurately and consistently.

8. Accommodation & Welfare

Accommodation

Effective from 20/04/2026, IBAT Dublin is no longer offering accommodation services. IBAT recommends two providers—ISA and Student Living—that way agents and students can arrange accommodation independently.

Health and Safety

Health and Safety Statement

It is company policy to provide a safe and healthy work environment for all employees and to meet our duties to customers, contractors and visitors in both our Temple Bar and North Frederick Street campuses. The company acknowledges its role in protecting the safety, health and welfare of all people employed in the organisation and affected by the workplace. We are committed to implementing safe work systems and methods to ensure the safety, health and welfare of all.

The company understands its legal obligations and its commitment to comply with the Safety, Health and Welfare at Work Act, 2005, and any other legislation such as the General Applications Regulations 1993 or as required under EU Law.

The company recognises that its obligations are to provide the following:

- A safe place of work
- Safe systems of work
- Appropriate information and training to ensure safety
- Preparation and revision of emergency plans
- Prevention of risk to health from any activity
- Hygiene facilities as appropriate

The success of this policy will depend on the co-operation of all employees. It is therefore important that employees acquaint themselves with all areas of the Safety Statement. They should ensure that they understand their role and the overall arrangements for health and safety within the company and within their individual department. Staff should also be aware that they have an obligation to take care of their own safety and that of others who might be affected by their actions.

Employers Commitment

In order to secure the safety, health and welfare of employees, the company will commit to the following:

- Carry out risk assessments, identify hazards and prepare a safety statement, taking account of the general principle of prevention.
- Management will be fully familiar with the organisation's safety statement and ensure all employees are informed of its contents and any subsequent revisions.
- Employees will be informed of hazards and risks identified, the protective and preventative safety measures, and the names of designated employees representing health and safety processes.
- Organise methods and systems for managing and conducting work activities to ensure, as far as possible, the health and safety of employees.
- Ensure that there are safe means of access and egress to the place of work, and endeavour to ensure that the equipment and facility is safe and without risk to health.
- Prevent, as far as possible, any improper conduct or behaviour likely to put the health and safety of the employees at risk.
- No employee will be dismissed or penalised for complying with or exercising their rights under the health and safety statutory provisions.
- A Safety Committee (Health, Safety & Wellbeing Committee) comprising safety representatives and Safety Officers. This committee will meet to

review all safety issues and accidents/dangerous occurrences in order to ensure compliance with the safety statement and relevant legislation.

- Provide written information and instructions regarding fire safety on the premises to ensure that employees are aware of the actions to be taken in the case of an emergency.
- Ensure that properly maintained fire protection equipment is available and that fire exit routes are kept clear.
- Provide and maintain first aid boxes on the premises.
- Ensure that all employees receive adequate safety training and instruction appropriate to the task performed.
- Consider and support any representation about health and safety from any employee.
- Dedicate the resources necessary to ensure, as far as is reasonably practicable, the safety, health and welfare of its employees and visitors to the premises.
- Co-operate and communicate with other employers who share the place of work in relation to health and safety compliance.
- Relevant health and safety information will be provided to another employer if that employer has any employees based at this company's places of work
- Report accidents and dangerous occurrences to the Health and Safety Authority (HSA).

The Safety Statement will be reviewed by management and the Health, Safety & Wellbeing Committee and will be changed as appropriate.

Compliance with the safety statement is the ultimate responsibility of management, who will be supported in this by audits carried out by the Health, Safety & Wellbeing Committee.

Co-operation of Employees

The co-operation of employees in matters relating to Safety, Health and Welfare is of paramount importance in order to have an effective Health and Safety policy.

Each employee has a duty to:

- Take reasonable care for his/her own safety, health and welfare and that of any other person who may be affected by his/her acts or omissions while at work.
- Co-operate with the company and any other person to such extent as will enable the company or the other person to comply with any of the relevant statutory provisions.
- Ensure that S/he is not under the influence of an intoxicant so as to endanger her/his own health and safety or that of any other person, and submit to any appropriate and reasonable tests for intoxicants as required by the organisation.
- Undergo an assessment by a medical practitioner to establish the employee's fitness to perform work activities. If an employee becomes aware that they are suffering from any illness or physical or mental impairment which, in the course of carrying out work activities, could expose the employee or other employees to a health and safety risk, the employee should immediately notify the management or a medical practitioner nominated by the management (who must then inform the employer). Action will then be taken by the management to ensure compliance with the safety legislation.
- Not engage in improper conduct or other behaviour that is likely to endanger his/her safety or that of any other person.
- Attend such training as may be required to ensure compliance with health and safety legislation.
- Adhere to safe lifting methods and use any personal protective equipment, including appliances, equipment or other means or things provided to secure safety, health and welfare at work, in such a manner so as to provide the protection intended.

- Report to the company or your manager, without unreasonable delay, any defects in equipment, place of work or system of work, or any other contravention of the statutory provisions which might endanger safety, health and welfare of which you become aware.
- Not interfere with or misuse any appliance or protective clothing or convenience provided for securing safety, health and welfare.
- Be aware of the person responsible for safety, health and welfare on the premises.
- The organisation has provided and will continue to maintain work areas and facilities which are safe, clean and healthy. All employees, however, have a duty through proper use of work areas and facilities, including toilets, kitchens etc. to keep the workplace in a safe, clean and healthy condition for the continued benefit of themselves and their fellow employees.
- Employees must inform their supervisor immediately of any injury no matter how minor. An accident report must be completed jointly by the employee and their supervisor and returned to the safety representative within 24 hours. Employees are also obliged to inform their supervisor of any hazard or incident (whether it be a machine or dangerous behaviour on the part of an individual(s)) which may affect their own health and safety or that of any other person. The supervisor must follow up on that information with a view to preventing any similar incidents in the future.
- If employees are in any doubt about any actions to be taken in relation to safety, they must consult their supervisor immediately as failure or delay in doing so could result in injury to themselves or others.
- Where an employee wilfully or knowingly disregards his/her duty in relation to an individual's health and safety, s/he may be subject to disciplinary action, up to and including dismissal.

Medical Assistance Procedure & First Aiders List

If a student or any member of staff requires medical assistance, the situation must be reported to a designated first aider, who will take responsibility for managing it.

The posters displaying the names and photos of our first aiders and fire wardens will be updated later this week or early next week. In the meantime, please refer to the current list of first aiders in FS below:

- Tatiana Pereira (Office - Centre Manager - 0834712398). Please contact me if you are unable to locate me or any of the first aiders listed below.
- Luha Sidi (Receptionist)
- Beatrice Bartus (Office - Director of Studies)
- Veronika Rogochaia (Office - Academic Enhancement Coordinator)
- Claudia Digesi (Office - Academic Administrator)

We will ensure that the student or staff member receives the appropriate support. This may include accompanying them to a pharmacy or hospital by taxi, where appropriate, as ambulance services typically experience significant delays, particularly in non-life-threatening situations.

Consultation with Employees

All employees are actively encouraged to participate in the safety process on matters relating to safety, health and welfare at work. The company will appoint a Safety Officer to support initiatives on health and safety across the company. This does not take away any employee's or manager's responsibility in this area. Employees have access to anyone in the company for addressing issues. The senior management of the organisation, however, has overall responsibility for compliance with health and safety requirements.

The names of relevant designated health and safety representatives (Safety Officer, Fire Officer, Fire Marshals, and First Aid Officers) will be placed on notice-boards to ensure employees are aware of who to contact with regard to health and safety.

Health, Safety & Wellbeing Committee

The company provides a consultation mechanism, in the shape of the Health, Safety & Wellbeing Committee, to communicate with employees concerning health and safety at work to ensure they are fully informed and involved in the company's safety procedures.

The Health, Safety & Wellbeing Committee is comprised of employees selected on a volunteer basis, with representatives from each area. The Health, Safety & Wellbeing Committee, which includes the Safety Officer, will meet regularly. If employees wish to sit on the Health, Safety & Wellbeing Committee they should communicate this to their manager.

Appropriate safety training will be provided to all Safety Committee members to enable them to conduct their duties, as appropriate.

The Terms of Reference for the Health, Safety & Wellbeing Committee is;

- Advises the Audit & Risk Committee, a sub-committee of the College Board of Governors on Health, Safety & Wellbeing risks.
- Ensures contracts for maintenance of life safety systems exist across both campuses, e.g. fire extinguishers, smoke alarms, emergency lights, exit doors, lifts, air conditioning etc.
- Oversight that contractors have conducted periodic audits on such systems in accordance with contracts.
- Create a culture of risk awareness, where vigilance is commonplace and risks are escalated appropriately.
- Assesses the effectiveness of response mechanisms as risks and threats are identified, reported, & managed.

- Reviews and amends the College Safety Statement on an annual basis as required by legislation, e.g. Health Safety & Welfare Act 2005.
- Assesses the training needs of employees to raise awareness and capacity to deal with the risks identified in the workplace.
- Receives and considers external reports on H/S/W matters and their implications on the operations of the College.
- Stakeholder feedback – reviewed and any resultant actions considered.
- Produces an annual report for ASC consideration on H/S/W incidents, commentary on quality and standards of H/S/W for students & staff.
- Represent the workplace when meeting with officers from the Health and Safety Authority (HSA).

Safety Officer

The Safety Officer will:

- Be aware of his/her duties and responsibilities required by legislation and will endeavour to ensure correct use of work area and equipment
- Inspect the place of work after giving reasonable notice to the management or immediately in the event of an accident, dangerous occurrence or imminent danger
- Investigate complaints relating to health and safety after giving reasonable notice to management
- Endeavour to ensure that all repair and maintenance work is completed to standards meeting legal requirements and that all defects are attended to promptly

- Ensure that all accident report forms are completed and followed up as appropriate
- Accompany the HSA on all inspections of premises and ensure that their recommendations are carried out
- Provide information on health and safety matters and make representations to the management on such matters
- Ensure that the Safety Statement is read and understood by all employees and appropriate third parties
- Act as an advisor and carry out spot checks on all departments from time to time
- Update hazard identification and risk reduction statements are required.
- Informing & Training Employees on Health and Safety

On commencing employment, all new employees will receive an Employee Handbook. As part of their induction process, all employees will receive training to ensure that they understand the safety precautions and the emergency procedures to be followed.

All employees directly involved in manual handling tasks will receive such training at induction. All employees directly involved in specialised tasks or the use of hazardous materials, equipment or work processes will receive relevant training at induction.

Training in first aid will be given to a selected number of employees.

Training in fire prevention and procedures to be followed in the event of a fire will be given to all employees on their first day.

All formalised training courses attended by employees will be tracked and retained for 30 years.

Informing Visitors on Health and Safety

In order to ensure the safety of visitors to the premises all visitors must sign in and out at reception, with no exceptions. Responsibility for the safety of the visitor and ensuring that the visitor is aware of the company's health and safety policies, including their fire policy, rests with the visitor's host.

Visitors are to be requested to observe the fire policy at all times and to conduct themselves in a safe manner. Visitors should be accompanied while on the premises. While this is not always possible, employees should follow this guideline as closely as is reasonably practicable.

Fire Prevention and Evacuation

The following rules help to minimise the risk of fire:

- All electrical appliances should be switched off when not in use
- Electrical leads should be renewed at the first sign of wear in the outer covering
- Electrical points should not be overloaded
- All doors should be kept closed
- The use of portable heaters is discouraged

All staff will be familiarised with the fire instructions and the evacuation procedures. All corridors, stairs and all other routes of fire exits should be kept completely clear of obstructions along with the exits themselves.

Evacuation Procedures

All employees must be fully knowledgeable about the following procedures as they may save your life or somebody else's in the event of an emergency.

In the event of a fire or the fire alarm going off:

- Inform the Fire Brigade. This should ideally be done by a Fire Officer, but in their absence the most senior person present
- If possible close all doors and windows to prevent fire from spreading
- Leave the building immediately using the nearest fire exit. Leave the building by the stairs (Never use the lift)
- Do not delay or return to collect your personal belongings
- Walk – don't run, by the appointed route to the assembly area
- Form groups according to Department, to ensure that any missing personnel can be quickly identified
- It is the responsibility of the Department Heads and/or Fire Marshals to ensure that all roll call lists are kept up-to-date. In the event of an evacuation, it is the responsibility of each Department Head to identify to the Fire Marshal any missing employees, contractors or visitors
- Each Department Head will have a deputy to cover this role in his/her absence
- Never re-enter the building no matter how tempting. Wait for the all clear from the Fire Safety Officer / Brigade before re-entering the building.

ALTERNATIVE:

- In the event of a fire or situation where it is necessary to evacuate the building, break the Break Glass Unit to sound the alarm. Break Glass Units are situated at all exits .

If you are adjacent to the fire and it is minor enough to use a fire extinguisher, then choose the nearest and most appropriate fire extinguisher to put out the fire.

NEVER ATTEMPT TO TACKLE A FIRE THAT PUTS YOU AT RISK.

Make sure you know:

- What the fire alarm sounds like
- The nearest Break Glass alarm unit
- Your Fire Safety Officer
- The appointed route and location of the assembly area
- Layout of the building
- The nearest fire extinguisher - read the instructions and learn the colour coding
- Your assembly point. (Across the road by the canal, opposite the front entrance of the building).

If you don't know the answers to any of the above, then you should find out immediately in the interest of your own and other people's safety.

Fire Officer

The Fire Officer will have responsibility for the co-ordination of any emergency evacuation.

The Fire Officer will consult with and inform Fire Marshals and employees on evacuation procedures in the organisation. Fire Officers will also be source of information regarding health and safety.

It will be the Fire Officer's responsibility with the Safety Officer to devise, execute and regularly practice evacuation procedures by way of fire drills and to ensure that all employees receive regular training in this area.

The Fire Officer will also carry out daily fire inspections of the premises and regular inspections of the fire protection systems.

The Fire Officer will liaise with the emergency services and will give instructions for re-entering the building. The Fire Officer will have a deputy to act in his/her absence.

Fire Marshal

A Fire Marshal is an employee who is responsible for:

- Evacuation of other employees in the areas for which they are responsible in any emergency
- Consultation with the Fire Officer concerning all emergency issues
- Communicating any changes in evacuation procedures to employees.

Fire Marshals will also ensure that in the area for which they are responsible, equipment, articles, substances or work methods that could lead to a fire or other emergency, are always stored correctly and never left unattended.

Fire Marshals will also be a source of information should an employee have any question concerning emergency procedures.

Fire Marshals will have deputies to act in their absence.

Fire Marshal Procedure

On hearing the alarm, encourage all employees in your surrounding area to move quickly and calmly to the nearest exit.

Check your surrounding areas for remaining employees and then leave the building immediately.

All Fire Marshals must be trained in the use of fire extinguishers. Do not tackle a fire that is not in your control. Employee safety is of paramount importance.

Fire Marshals, once outside the building, should report to the Fire Officer and await further instruction.

Accidents, Hazards, and Risks

The most common forms of accidents in any office are falls and trips. Employees should always be careful to look out for potential hazards.

In the case of any potential hazards being noticed by an employee, you must report it immediately.

Managers are responsible for taking action to eliminate or reduce the exposure. All injuries and accidents at work must be reported to your manager and the relevant documentation completed.

Accidents and First Aid

All employees should be aware of the location of the First Aid box. If an injury occurs to yourself or to another employee you should be aware of whom to go to, to get First Aid, and you should also report the incident. If the employee is unable to go to the First Aid Officer, then a colleague should locate a member of the first aid-team and bring him/her to the scene.

All members of the First Aid team will be trained by a recognised body for 24 hours, with a written exam at the end. The names of the First Aid Officers will be placed on the notice board. Minor accidents will be treated by the First Aid Officer. Major accidents will be sent for further treatment on the advice of the First Aid Officer.

A witness to an injury should not attempt to move any employee unless it is to remove him or her from immediate danger.

All employees are required to complete a written account of any incident or accident they have witnessed or experienced on the accident report form and return it to the Safety Officer for signing and filing.

The Safety Officer will, when necessary, fill out the correct forms to notify the HSA of accidents and dangerous occurrences. The Safety Officer will keep a copy of all these forms and also the written accounts of the accidents and incidents for 10 years.

Electrical Hazards and Risks

Common electrical faults or hazards to watch out for include the following:

- Loose connections
- Defective installation
- Unearthed equipment
- Overloaded circuits
- Trailing leads
- Worn or damaged appliances
- Damaged cables
- Broken switches
- Damp or wet electrical appliances
- Incorrect light bulb used in lighting appliance

Never open or interfere with electrics in a machine. The proper course of action where a breakdown occurs is to report the matter so that a competent electrician can deal with it. All electrical faults should be reported to your manager and vigilance is required in relation to communal equipment such as photocopiers, faxes and computers. Defective equipment should be disconnected until it has been properly repaired by a competent professional. While a defective machine is awaiting such repair it should have a warning sign attached to it, and staff in the immediate vicinity told that the machine is out of bounds and should not be used.

Manual Lifting

It is essential that all new employees who will be required to lift goods attend Manual Handling Training as part of their induction process. Lifting correctly is one of the many activities we need to do properly if we are to avoid back problems later in life.

There are eight steps to safe lifting:

1. Assess the area and size up the load – ask for assistance if necessary
2. Keep feet parted to ensure you have a broad stable base
3. Bend your knees to reach or lower the load
4. Grip the object with the palms of the hands and support underneath and at the side, as far as possible
5. Lift using leg muscle, keeping the back straight (but not necessarily erect)
6. Keep the load close to the body (the heaviest part of an unevenly weighted object should be closest to the body and/or the ground)
7. Keep elbows and chin tucked in
8. Use body momentum.

****These rules apply whether the object is heavy or light****

Furniture, Cabinets and Presses

The use of filing cabinets should be considered carefully to ensure that drawers are not fully loaded, and the heavier load should preferably be put in the lower drawers. In addition, one drawer at a time should be in use and when use of this has been completed it should then be closed. Care should always be taken of metal objects on furniture, especially objects with sharp edges.

Health and Safety Log

The Health and Safety Log is held behind the main Reception at both campuses of IBAT Dublin.